



Solving Problems in the Park: *Developing Young Citizens*

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ACKNOWLEDGMENTS

A special thanks to Professors Katherine Schlick Noe and Mark Roddy respectively for their suggestions on literacy and science activities. They are wonderful colleagues and always willing to assist with such curriculum endeavors. Ira Hiberman has been a Storypath supporter since its inception; his assistance in arranging for piloting this Storypath in his school district and his continuing support of the program is greatly appreciated.

Class Test Sites

We are grateful to the following teachers who piloted *Solving Problems in The Park: Developing Young Citizens* in their classrooms. My thanks to them for their ideas and suggestions in the development of the unit.

Flora Downing Hall
Stroudsburg Area School District
Stroudsburg, Pennsylvania, USA

Nina Tomita-Kato and Cynthia Wong
Seattle School District, Seattle
Washington, USA

Lisa Tranter
Carramar Public School
Sydney, Australia

Program Management: Morrison BookWorks LLC

Program Design: Herman Adler Design

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Published by Storypath
10200 Jefferson Boulevard
P.O. Box 802
Culver City, California 90232-0802
1-800-421-4246
www.teachstorypath.com

ISBN: 978-1-56004-689-9

Product Code: STP670 v1.02

Solving Problems in the Park: **Developing Young Citizens**

by Margit E. McGuire, Ph.D.

Professor of Teacher Education, Seattle University

& Bronwyn Cole, Ph.D.

Associate Dean, University of Western Sydney

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ABOUT STORYPATH

THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that students learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about students and learning:

- The world is complex and presents many layers of information. Students know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When students build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because students construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When students are engaged in problem-solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for students to gain a deeper, more complex understanding of major concepts.

AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath’s narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *Understanding the Marketplace*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

Typical structure of a Storypath unit

CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

BUILDING CONTEXT

Students are involved in activities such as reading and writing to stimulate them to think more deeply about the people and the place they have created.

CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

USING THE COMPONENTS

TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

Teaching Notes

Each Handbook contains detailed support for instruction.

BUILDING CONTEXT
PREPARING FOR THE SAFARI

PLANNING FOR THE TRIP page 20

Students use information about Kenya's climate and geography to plan for their trip.

Materials Teaching Master 3, *Temperature/Rainfall Charts*, TH p. 49
Portfolio 3, *Map of Kenya*, p. 6
Portfolio 4, *Temperature/Rainfall Charts*, p. 7
Content Cards 1-3

Grouping Whole class

Schedule Approximately 30 minutes

PREPARING FOR THE TRIP page 22

Students prepare for the trip by packing a suitcase.

Materials Optional: Teaching Master 4, *Suitcase*, TH p. 50
Optional: glue, scissors, crayons or colored markers, clothing catalogs, and magazines

Grouping Individuals or pairs

Schedule Approximately 1 hour

CONCLUDING EPISODE 2 page 23

Students reflect on their preparations for their trip.

Materials Teaching Master 5, *Travel Journal*, TH p. 51
Portfolio 5, *Head Book: Planning for Our Trip*, p. 8
Portfolio 6, *Journal Entry 1: Planning for Our Trip*, p. 9
For the class word bank, index cards, thick black marker

Grouping Whole class for the word banks; individuals for journaling.

Schedule Approximately 1 1/2 hours

EPISODE OBJECTIVES

- **Geography** Consider the interaction of people with their physical environment in order to plan a trip.
- **Global Studies** Recognize the importance of exchanging money for international travel.
- **Social Skills** Organize, plan, and make decisions while planning a trip to Kenya.
- **Critical Thinking** Use information about climate, geography, and purpose to plan a trip to Kenya.
- **Literacy** Read and discuss maps and charts.
- **Literacy** Create a word bank related to planning a trip.
- **Literacy** Write a journal entry related to planning a trip.

2
EPISODE

EPISODE 2
Safari to Kenya 19

from the *Safari to Kenya* unit

PLANNING FOR THE TRIP

Launch the episode

In this episode, students will learn about the geography and climate of Kenya and then begin to prepare for their trip. Introduce the episode to students by explaining that in order to plan for their journey to Kenya, they will need to learn more about this country. Refer students to Content Cards 1 and 2, to remind them of what they learned about Kenya in Episode 1. Raise questions such as the following to stimulate students' thinking about the trip. You may want to record students' responses so that they can return to them later.

- What do you think the climate is like in Kenya? (Accept students' responses. *Assessments can be corrected at the discussion continue and references are available.*)
- What do you think is the best time of year to travel to Kenya? (Accept students' suggestions. *Again, you may want to have students revisit this question after consulting references.*)
- How will the photographers get around the reserve to see the wildlife? (Guide students to understand that people on safari usually travel by van, but sometimes they travel by hot air balloon.)
- What kind of clothing would be suitable for a safari? (Remind students about their earlier discussion in Episode 1, and then have them consider clothing choices that are comfortable, loose, and lightweight and that provide protection from the weather.)

Read maps

Have students look at the map of Kenya on Portfolio page 6. Use the map to help students understand the following points:

- The equator—an imaginary line around the middle of the earth—passes through the middle of Kenya. Point out that some places on the equator are cooler because of the altitude.
- Kenya has three main geographic regions: coast, plains, and highlands. Explain to students that the coast is made up of beaches, swamps, forests, and low-lying hills; the plains consist of bushes, shrubs, and grasses; and the highlands include mountains and valleys, rich farmland, forests, and grassland.
- The Great Rift Valley cuts through the western half of Kenya. Point out that the Masai Mara Game Reserve is located in the Great Rift Valley.

Build background about climate

Explain to students that the climate in Kenya varies from region to region: the coast is hot and humid; the plains are cool in the south, but hot and dry in the north; and the temperature in the highlands is comfortable year-round. Display Teaching Master 3, TH page 49, "Temperature/Rainfall Charts," and discuss information about temperature and rainfall in the Masai Mara region throughout the year. The

EPISODE 2
Safari to Kenya 20

from the *Safari to Kenya* unit

Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.

EPISODE 2
TEACHING MASTER
T5

Name _____ Date _____

TRAVEL JOURNAL

Journal Entry #1

Date: _____

All the plans are made. I have packed my suitcase and gotten my shots. My passport arrived yesterday. I am very excited about the trip.

What will Kenya be like? I have read and seen pictures, but now I will go there to see the place for myself. What wild animals will I see?

I am happy to be going. I am sure it will be an adventure.



TEACHING MASTER
Safari to Kenya 51

from the *Safari to Kenya* unit

Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.

SYNTHESIS ACTIVITIES

The following synthesis activities offer students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful tools for you because they're multimodal. They allow for the variousness in students' abilities as learners. These activities also allow you to assess students on a variety of subjects on a number of different levels. Each synthesis activity is followed by Criteria for Assessment.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolios and identify at least four items that represent important ideas or skills learned. After students have selected the items, meet with each student to discuss these items.

- why the item was selected
- why the item was important to the student's learning

Criteria for Assessment

The portfolio is successful if

- the student can explain why each item was selected and what was learned from the item.
- it demonstrates an understanding of the geography, wildlife, and Masai people of Kenya.
- it includes evidence of at least one problem that was encountered, and the student can explain how that problem was solved;
- reflections are thoughtful and clearly communicated.

2. COMPARE AND CONTRAST LIFESTYLES

Activity

Have students compare and contrast their own lives to the life of a Masai child living in Kenya. Provide each student with the sentence starters below. Students can complete each sentence using words and pictures or just pictures.

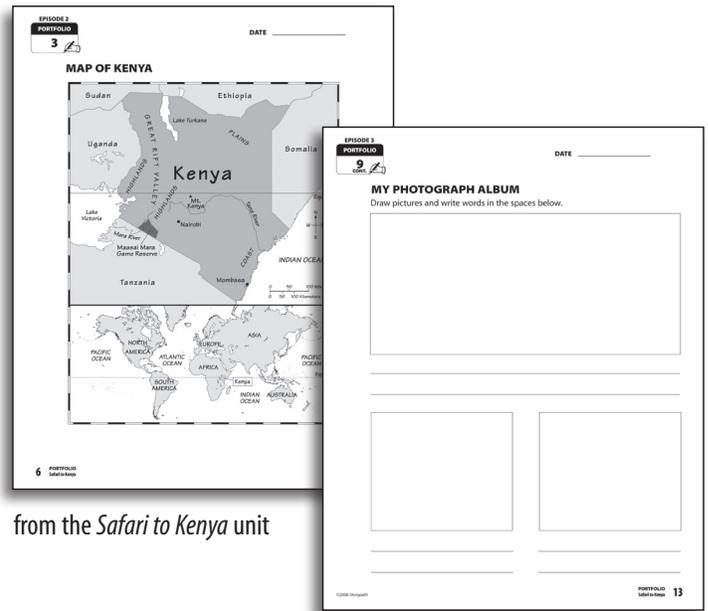
My house looks like this:
If I were Masai, my house (home) would look like this:
In my neighborhood, I can see these animals:
If I were Masai, I would see these animals on the grassland.
I am responsible for these chores at my home:
If I were Masai, I would have these responsibilities:
This is what I like to wear:
If I were Masai, I would wear clothes like these:
My favorite foods are these:
If I were Masai, I would eat these foods.

Safari to Kenya 59

from the *Safari to Kenya* unit

STUDENT PORTFOLIO

Students use the Portfolio to read, write, build vocabulary, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit, and when completed, the Portfolio becomes an authentic assessment tool.



from the *Safari to Kenya* unit

CONTENT SLIDE SETS

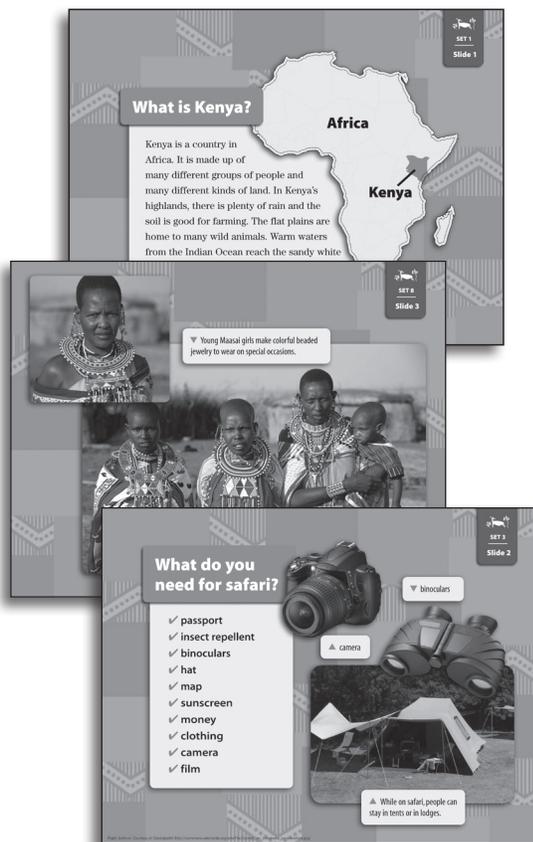
Each unit includes sets of Content Slides that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides in each set provide focused non-fiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs or small groups.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A “reading tips” chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce “reading tips” for each student or group.

Note that the slides are conveniently available in a printable format on the CD.



from the *Safari to Kenya* unit

LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

Reading

Content Slide Sets present opportunities for students to engage in focused content reading. Students can use the slides to engage in shared reading or listen as a teacher or another student reads.

What is a safari like?

Many wild animals make their home in Kenya. People from around the world travel to Kenya to see and photograph the animals. This kind of trip is called a safari. In the African language of Swahili, safari means “journey.”

▲ The top of this van raises up so that it's easy for people to see and photograph wild animals.

What do people do on a safari?
(main idea/supporting details)

SET 3
Slide 1

from the *Safari to Kenya* unit

Comprehension

Discussion questions on Content Slides help students focus on important content. Questions are labeled with suggested reading strategies.

Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

Safari to Kenya The Land and the People		
Reading Tips		
Reading Strategy	When do readers use the strategy?	How do I use it?
Main idea/supporting details	Readers use it to find the big idea. Then they pick out facts and details that support it.	1. Think about what you want to know. 2. Think about what you already know. 3. Read the text and think: What's the "big idea" here? 4. Look for information that seems important to the big idea. Some information is interesting but not important.
Comparing and contrasting	Readers use it to find information that tells how two or more ideas are alike and different.	1. Think about what you want to know. 2. Choose two events or ideas to compare and contrast. 3. List important information about the first event or idea. 4. For each item on the list, look for information about how the other idea is the same or different.
Connecting	Readers use it to understand new information by making connections with what they already know.	1. When you come across new information that you want to remember, think about what you already know. 2. Look for connections between the new information and what you already know from experience or reading. 3. Think to yourself: "This is like ..."
Understanding visuals	Readers use it to find important information presented in visual form, such as maps, diagrams, and photographs.	1. Think about what you want to know. 2. Think about what you already know. 3. Look for information that explains the visual. For example, look at labels, captions, or map keys. 4. Search for the specific information you want.

from the *Safari to Kenya* unit

ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort level increase. But remember that regardless of the progress made by ELL students, new material will revert them back to beginner status simply because they do not have the same background knowledge that a student who was born here does.

There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

Activate prior knowledge. English language learners are similar to native English speakers in the most fundamental ways: they possess a great deal of prior knowledge, and are excited about sharing that knowledge. To provide scaffolding, pre-teach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

Allow extra time for small group work. ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task if needed. When you do have whole class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

Model tasks and thought processes. Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

Develop vocabulary. Vocabulary development is key to comprehension, so pre-teach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

Allow use of the native language. For students who possess few English words, allow them to complete writing activities in their native language. As they learn more English, they will begin to incorporate English into their written and oral language. This validates the students' native language and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

Encourage involvement in class discussions. English language learners will likely be reluctant to contribute to whole group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

Modify assignments and assessments. Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting and pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and anytime new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.

ASSESSMENT

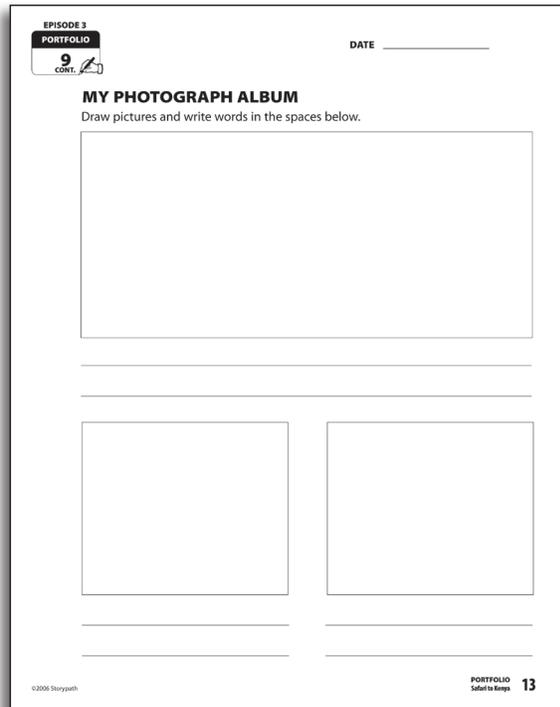
Each Storypath unit offers a range of options for assessing student learning.

Portfolio Assessment

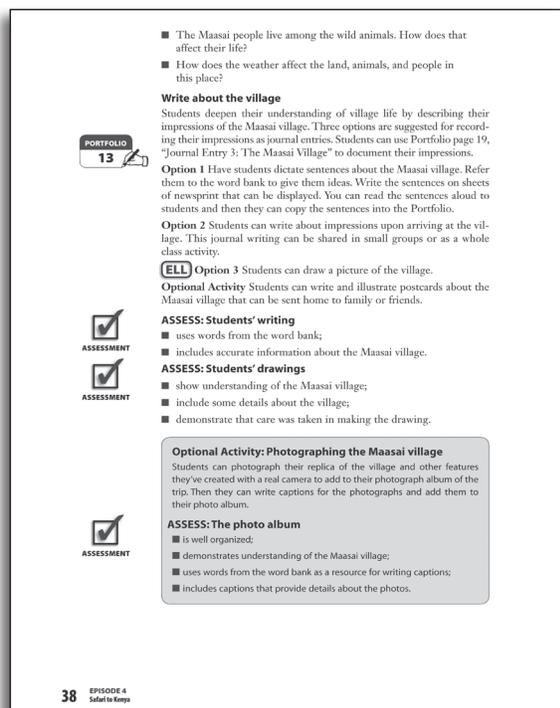
The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.

During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.



from the *Safari to Kenya* unit



from the *Safari to Kenya* unit

Self-Assessment

Students have opportunities to assess their own work, such as writing and oral presentations. There are also opportunities for student reflection at the end of each episode.

EPISODE 3
PORTFOLIO
7

DATE _____

WORKING IN A GROUP

PART I

Below are some things you can do to work well together while making your part of the frieze.

1. Listen to each other's ideas.
2. Stay on task.
3. Help each other.
4. Do careful work.
5. Work together to solve problems.

PART II

After you made the Maasai Mara, think about how you worked with others. How did you do?

	Not often/ Never	Sometimes	Always
1. I listened to other's ideas.			
2. I stayed on task.			
3. I helped others.			
4. I did careful work.			
5. I cooperated.			

Assessment: The self-assessment accurately assesses the student's performance.

10 PORTFOLIO Safari to Kenya ©2016 Storypath

from the *Safari to Kenya* unit

Social Skills

A social skills master is provided to support student self-assessment and can be used at the teacher's discretion whenever students need to reflect and build on such skills.

EPISODE 3
PORTFOLIO
8

DATE _____

PRESENTING WILDLIFE REPORTS

How did you do?

	Not often/ Never	Sometimes	Always
1. I stood tall.			
2. I looked at the audience.			
3. I spoke clearly and loudly.			
4. I shared information about my animal.			

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PORTFOLIO Safari to Kenya 11

from the *Safari to Kenya* unit

End of the Unit

At the conclusion of the unit, synthesizing questions reinforce unit objectives. Optional synthesis activities are included to guide students to apply what they've learned. Each synthesis activity includes criteria for assessment—you decide how best to use these options.

UNIT QUESTIONS FOR REVIEW

DISCUSSING THE SAFARI TO KENYA

Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- If you knew someone who was going on safari to Kenya, what would you tell him or her to help prepare for the trip?
- How does the climate in Kenya affect the animals and people of the Maasai Mara?
- What is special about this region of the world?
- Why is it important to have game reserves that protect wild animals?
- What can people learn from seeing and studying wildlife in its natural environment?
- How do the Maasai people get what they need from the environment?
- If you were a Maasai child, what would a typical day be like for you?
- How is the way the Maasai live like the way you live? How is it different?
- Why is it important to learn about other cultures?
- How can people resolve misunderstandings?

REFLECTING ON THE SAFARI TO KENYA

Students need time to reflect on their experiences and their progress throughout this unit. Have them respond to questions like these:

- What have I learned about the wildlife of the Maasai Mara and the Maasai people?
- What is the best work I did? Why was it good?
- What work could I have done better? How could I have made it better?
- What did I like most about working with others? What did I like least?

58 Safari to Kenya

from the *Safari to Kenya* unit

SYNTHESIS ACTIVITIES

The following synthesis activities offer students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful tools for you because they're multimodal. They allow for the variations in students' abilities as learners. These activities also allow you to assess students on a variety of subjects on a number of different levels. Each synthesis activity is followed by Criteria for Assessment.

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Activity
Have students review their Portfolio and identify at least four items that represent important ideas or skills learned. After students have selected the items, meet with each student to discuss these points:

- why the item was selected
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The portfolio is successful if

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- it demonstrates an understanding of the geography, wildlife, and Maasai people of Kenya;
- it includes evidence of at least one problem that was encountered, and the student can explain how that problem was solved;
- reflections are thoughtful and clearly communicated.

2. COMPARE AND CONTRAST LIFESTYLES

Activity
Have students compare and contrast their own lives to the life of a Maasai child living in Kenya. Provide each student with the sentence starters below. Students can complete each sentence using words and pictures or just pictures.

My house looks like this:
If I were Maasai, my house (*homu*) would look like this:
In my neighborhood, I can see these animals:
If I were Maasai, I would see these animals on the grassland:
I am responsible for these chores at my house:
If I were Maasai, I would have these responsibilities:
This is what I like to wear:
If I were Maasai, I would wear clothes like these:
My favorite foods are these:
If I were Maasai, I would eat these foods:

59 Safari to Kenya

from the *Safari to Kenya* unit

PLANNING THE UNIT

THE PARK

MAKE KEY DECISIONS

Make Classroom Space for the Storypath. You will need ample wall space for displaying the park planners and the frieze of the park or alternatively a counter or tabletop for a three-dimensional park. Additionally, you will need space to display various lists, artifacts, students' writing, and other materials that are created.

Manage class time. Plan five to six weeks for the unit depending on how much you integrate the activities with other aspects of your curriculum and how much time is allowed for various episodes. You will want to spend significant time each week on the Storypath so that students stay connected to the storyline, the park planners they are role-playing, and the events that occur. Thus, the ideal approach is to integrate other subjects—especially reading, writing, and science (occurring in Episode 3) with the Storypath. There are opportunities to develop word banks, to record the events of the Storypath, and write rules for the park as they encounter problems.

Plan for science investigations. If you decide to do the science investigations, you will need to obtain the seeds in advance. See Episode 3 for needed materials for each of the options and suggested timeline.

Develop group skills. There are many opportunities for students to work in groups throughout the Storypath. Suggestions for ways to facilitate this process are integrated throughout. Teaching Master 7, “Social Skills Assessment,” TH page 52, provides suggestions and a checklist for assessing social skills. At times you will want to stop the story to discuss group skills and to reflect on how students are working together. Involve students in the process by letting them set goals for group work and by encouraging them to evaluate their ability to work with others throughout the Storypath.

CUSTOMIZE THE UNIT

Adapt the unit. There may be times when you will want to modify the unit to suit your own needs and follow the logical progression of the story. Alternative activities or special arrangements are suggested at various points during the unit to assist you in adapting the unit to meet your unique needs. Frequently, students will provide an unanticipated twist to the Storypath, or important learning opportunities will arise. The Storypath allows for the accommodation of those special circumstances.

Plan for the park setting. There are a myriad of possibilities for the park and you will need to decide in advance the following:

Locate a suitable place in your community: If possible locate a place in the community that realistically could become a park—a vacant lot, a natural environment, or a place that is actually being considered for a park. If none of these options is appropriate, write a description of a setting that would be appropriate for your own community and familiar to your students.

Decide on the kind of park as a focus for the unit—a play park, sports area, botanical garden, a natural environment, or a combination of all of these. For older students, consider parks that represent different cultures such as Japanese, Chinese, or English gardens. Students can research the cultural dimensions that are related to such parks as well as the traditional flora and fauna of such parks. For younger students, it is recommended that the park be divided into two sections—a play area with swings, slides and sports field and a garden area. These two areas allow for two different learning experiences, including a science focus for the garden.

Respond to neighborhood differences. Not all students have the same experiences related to parks. In some neighborhoods, parks can be dangerous places where unsavory activities take place. In Episode 6 the critical incident presents the park as a place where students are teased or bullied. Use students' knowledge and experiences to critically examine how society uses parks and how we can all contribute to making parks safe and enjoyable places to visit.

INVOLVE OTHERS

Involve experts. In Episodes 3 when students are investigating plants, you may want to invite an expert, such as a master gardener or landscaper, to speak to the class and answer questions about plants most suited for certain kinds of parks. An expert is best used toward the end of the episode, when students have developed a knowledge base and are ready to learn more about the topic. In the concluding episode, you may want to invite the “person” who invited the students to create the park—see Episode 1.

Involve families. Parents and other family members can serve as excellent resources for you and your students. You may have family members who have special knowledge about gardening, park planning, or maintenance. Invite them to share their information. In Episode 7, students plan a dedication for the park. This is an ideal time to invite families. Students can write invitations to their families to attend the dedication.

Involve the community. A visit to a park can enrich the Storypath and provide students with a deeper understanding of how parks are organized and maintained. This activity should be carefully timed, however, and should happen only when students are truly interested in learning more about parks. Usually the best time for a field trip is at the end of the unit when students can knowledgeably compare and contrast their learning to the new information they encounter on the field trip.

Connect to local events. Watch for local stories in the news about parks or land use and use them, as appropriate, to further develop the storyline. Use newspaper advertisements about gardening supplies and so forth to help students understand and become familiar with different text types.

Create a learning community. An open and supportive atmosphere is essential for students to engage in the discourse that is basic to the learning process of the Storypath approach. Students should understand the value of reflective discussions and the importance of collaborative work to deepen their understanding of complex ideas. Consequently, students should be expected to listen carefully and respond thoughtfully and respectfully to one another's ideas.

1

EPISODE

CREATING THE SETTING THE PLACE FOR THE PARK

INTRODUCING THE STORY

page 15

Students listen to a letter inviting them to create a park and then respond to the invitation.

Materials Teaching Master 1, *Letter of Invitation*, TH* p. 46
Teaching Master 2, *Letter of Response*, TH p. 47
Content Slide Set 1

Grouping Whole class

Schedule Approximately 40 minutes

CREATING THE SETTING FOR THE PARK

page 16

Students create a two or three-dimensional setting of the park.

Materials Portfolio 1, *Working Together*, p. 4
Portfolio 2, *Self-Assessment: Working Together*, p. 5
Two-dimensional setting: bulletin board space, about 3' high and 4' long, top third covered with blue butcher paper, bottom two-thirds with brown or green paper within reach of students
Optional: modeling clay
Three-dimensional setting: table or counter covered with brown or green paper various colors of construction and tissue paper—lots of browns and greens colored markers/crayons/glue/scissors
Optional: tempera paints/brushes/water cans—brown, green and blue

Grouping Divide the class into small groups of 3–4. Each group will make a different section of setting. Individuals reflect on group goals

Schedule 1–2 hours

CONCLUDING EPISODE 1

page 17

Students reflect on the episode, make a word bank, and write about the park setting

Materials For the word bank: cards/thick black marker for displaying the words on cards
Portfolio 3, *Write about the Park Setting*, p. 6
Optional: Camera and photo paper for making postcards of the setting
Pocket folders or sturdy paper to make folders for the portfolio (one per student)

Grouping Whole class for word bank and discussion of setting, whole class or individuals for writing or drawing

Schedule Approximately 30 minutes

*TH = Teacher's Handbook

**EPISODE
OBJECTIVES**



- **Social Skills** *Organize, plan, and make decisions while creating a setting with group members.*
- **Social Skills** *Determine an appropriate course of action to complete the setting within a group.*
- **Critical Thinking** *Organize ideas from class discussion in new ways and apply those ideas to the setting.*
- **Literacy** *Listen to a description of natural setting in order to visualize it.*
- **Literacy** *Create a vocabulary word bank.*
- **Literacy** *Write description of the park.*

INTRODUCING THE STORY

Launch the unit

Explain to students that they will be creating a story about a park. Discuss with students the elements of a story: characters (the people in the story), setting (when and where the story takes place), and plot (important events that happen). Explain that this is an imaginary story. Introduce the story by reading, Teaching Master 1, “Letter of Invitation,” TH, pages 46. The letter explains the context for the story and the role students will play. Read the letter and then discuss the letter using such questions as follows:

- ❓ What did the letter ask us to do? (*Students should recall that they were asked to be park planners.*)
- ❓ Why was our class selected for the task? (*Students should recall the qualities identified in the letter.*)
- ❓ What do you know about parks? (*Guide the discussion so students consider the range of parks. Some students may have little experience with parks, so guide the discussion to build their background knowledge and make a list of parks for later reference. Amusement parks are not the focus of this Storypath.*)
- ❓ What tasks might be involved in planning and creating a park? (*Students should consider the range of skills needed for planning and creating a park. You may find that you will need to provide prompts to guide the discussion. Gardeners, designers, builders and painters are some examples.*)
- ❓ Should we accept the invitation? (*It is hoped that the response is in the affirmative so that the story can progress.*)

If students need help with imagining parks, use Content Slide Set 1 to prompt the discussion.

Respond to the letter

As a whole class activity, have students write a response to the letter. Guide the discussion so that students become familiar with the letter writing process and the message of the letter—willingness to plan and create the park, skills they can bring to the tasks, and enthusiasm for the project. Each child can sign the class letter.

For the next lesson, explain to students that a response to the letter has been received. Read the letter inserting a description of an appropriate site in your community. The site could be a vacant lot, a natural

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CONTENT
SLIDE SET

1

environment in the community, or other suitable setting that could be converted to a park. If possible, select a setting that is familiar to all the students. If this is not possible, use the description in 2, “Letter of Response,” TH, pages 47. When writing a description for the setting, include information that is familiar to the students. Use Teaching Master 2 as a model. As you read the description of the setting, students should try to picture this place in their mind. Students will create the description as a visual representation.

ELL Discuss the setting

Use questions to help students vividly imagine the place you’ve described. During the discussion, make a list of students’ responses. Save it and refer to it as students construct the setting.

- ❓ What do you remember about this setting? (*Guide students to recall as many specific details as possible, such as creeks, trees, bushes, and other features described in the description.*)
- ❓ What colors would you find in the setting?
- ❓ What other things do you remember about this setting?

CUSTOMIZE

- ELL** In whole class discussions such as this one, encourage ELL students to
- contribute words, phrases, or simple sentences;
 - use visuals to make concepts more concrete; share their prior knowledge,
 - draw or write their ideas.

CREATING THE SETTING FOR THE PARK

LITERACY

As students listen to the description and create the setting, they will:

- listen for information. (listening skills)
- imagine how the setting looks. (visualize)
- create a visual representation based on a written description. (personal/creative response)

Start the frieze

Organize students to work in small groups. Each group will make a component for the setting. Explain to students that they will be creating a frieze (mural) or three-dimensional setting for the park. First they will do the setting and then in a later episode add the features they decide are important for the park.

Organize the Work

Portfolio 1 page 4, “Working Together,” gives students a good starting point for deciding what natural features to make for their park. This page also contains tips for constructively working together in groups. Read and discuss this page with students. Here’s one method for organizing students’ work.

Step 1 Arrange students into groups of three or four. Divide the setting into sections so that each group is responsible for one section of the setting. Pencil in the major features to keep the landscape consistent and in proportion.

Step 2 Once students are organized into groups, discuss effective ways to work together using Portfolio 1, page 4, “Working Together.”

Step 3 Demonstrate techniques for making various features. Tissue paper—crumpled to give texture—works well for making trees and bushes. Torn paper works well for hills. Tissue paper can also be twisted to make branches of trees and bushes.

Step 4 The creek group can work directly on the setting while others work at their desks making their components. Place trees and bushes along the creek and other trees and bushes throughout the rest of the setting. Outline where the major features will be placed on the setting.

PORTFOLIO

1



AUTHOR NOTE

Valuing the conversation

As they work on their setting, students’ conversations will reflect their efforts to make sense of new information, solve problems, and work collaboratively.

Some students will finish their work before others. When groups finish, they can work with those who still have more to do—trees and plants will often require more time.

Incorporate art principles

Discuss how items such as trees and bushes in the foreground should be larger than those in the background. This will create the illusion that background items are farther away than those in the foreground (scale/proportion). Demonstrate how trees can be made by attaching crushed tissue paper to the trunks or curl strips of construction paper to make tree limbs (texture). Fold construction paper to make trees three-dimensional (perspective).

CUSTOMIZE

You may decide because of time and student interest to have students decide on play equipment and sports fields during this episode. See Episode 4 for suggestions.



Guide student work

As students work on the park setting, try to restrict your role to asking questions about the various tasks in which they are engaged. Students need to feel ownership for their setting and make decisions about the features. If students create features that won't work well in the park, those features can be used later as problem-solving opportunities. To help them monitor their own work, have students discuss what went well and what they would do differently.

Once the setting is completed, have each group respond to Portfolio 2, page 5, "Self-Assessment: Working Together." If appropriate, as a class review how students worked together in their groups.

ASSESS: The setting

- uses information from description and class discussion in making the setting.
- makes appropriate objects and places them in the appropriate places.
- carefully prepares the setting.
- works effectively in groups by demonstrating the behaviors outlined on Portfolio 1 and 2.



ASSESSMENT

AUTHOR NOTE

Artistic Expression

Developmentally students will show dramatic changes in their artistic expression between the ages of five and seven. Below are some examples:

- Students will begin drawing geometric symbols and then slowly change to symbolic interpretations.
- As students mature they will add more details to their pictures.
- Students will often exaggerate or omit certain features; later features will become more representative of proportions.
- Students will use color without regard for its logical application. As they mature, colors will be used in stereotypical ways—yellow sun and green grass.



CONCLUDING EPISODE 1

Discuss the setting

Once the setting is completed, ask students to look at their park setting and discuss it. Here are some questions to initiate the discussion.

- What is in our setting?
- How did you make the trees? Plants? Etc.
- What are the colors in our setting?
- What do you like about the park setting?
- Why is this a good place for a park?
- What did you do that helped your group work well together?
- What can you do differently to help your group work better together?



ASSESSMENT

CUSTOMIZE

ELL Binding together the making of the park setting with discussion and the creation of word bank reinforces language acquisition. This process benefits all students.

PORTFOLIO

3



ASSESSMENT

ELL Create a word bank

Have the whole class brainstorm a list of words about the park setting. Include words that describe the setting as well as words for the things found in the setting. Write the words on cards and place them around the setting. As the unit progresses, students will add more words to the word bank and use them in other writing activities.

Write about the park setting

Through a writing activity, students can further develop a sense of connection to the park setting. As a whole class, have students suggest ideas for writing about the park setting. Students as a whole class or individually can suggest sentences that describe the park setting and display them. Two other options are to have students draw a picture of their park and write a sentence about their picture or for you to take a photo and make a postcard for each student to write about the park and take home to families. Use Portfolio 3, page 6, “Write about the Park Setting.”

ASSESS: Writing (optional)

- uses words that describe the features created in the setting; and
- demonstrates an understanding of the purpose of the setting.

Create Portfolio folders

When students complete their writing, have each of them make a folder with a pocket or distribute ready-made pocket folders to each student. At the end of the Storypath, the pocket folders can be used to hold students’ characters and other products that demonstrate their learning.

LITERACY

Word bank

- write a word with a sketch of the word.
- sort the words according to letter-sound relationships—for example, words that have the same beginning sound or the same vowel sound. (phonics)
- put the words in alphabetical order. (alphabetical order)
- sort the words according to function. (e.g. group words such as action words or descriptive words)

CREATING THE CHARACTERS

THE PARK PLANNERS

2

EPISODE

INTRODUCING THE PARK PLANNERS

page 20

Students discuss the jobs of park planners.

Materials	Content Slide Set 2
Grouping	Whole class
Schedule	Approximately 20 minutes

CREATING THE PARK PLANNERS

page 21

Students imagine themselves as park planners and the tools they need.

Materials	Option 1: Teaching Master 3, Outline of a Figure, TH, p. 48 Option 2: Butcher paper for each student to trace his/her shape, various colors of construction and tissue paper, yarn, wall paper and fabric scraps, colored markers, crayons, scissors, glue, masking tape Optional: wool fiber for hair, large sheet of construction or poster paper for mounting Option 1: figure with tools Optional: Magazine and newspaper ads for tools used in parks
Grouping	Individuals
Schedule	Approximately 2 hours

CONCLUDING EPISODE 2

page 21

Students reflect on the experience, add to the word bank, and write about the setting.

Materials	None
Grouping	Whole class, individuals for introductions
Schedule	1-2 hours spread over several days

EPISODE OBJECTIVES



- **Social Skills** *Organize, plan, and make decisions while creating park planners.*
- **Critical Thinking** *Organize ideas from class discussion in new ways to create park planners.*
- **Literacy** *Listen to the discussion about the park.*
- **Literacy** *Create a word bank related to creating a park.*
- **Literacy** *Present an introduction in the role of a park planner.*

INTRODUCING THE PARK PLANNERS

ELL Launch the episode

In this episode, students will create characters and take on the roles of park planners and builders. Explain to students that now that they've made their setting, their story needs characters—park planners and builders. Based on the kind of park students will be planning, begin a discussion of park planners by asking, “What does a park planner do?” Lead a brainstorming session and create a chart to record students' responses to each question and to list the jobs/skills needed to create the park. Add new vocabulary to the word bank for reference as students draw or write about their jobs as park planners.

- ❓ What will be in the park? (*Guide the discussion to the kind of park you've decided students will create.*)
- ❓ What kind of play equipment will we need in the park? (*Swings, seesaws, sand box, wading pool, etc.*)
- ❓ What kind of trees do we want in our park? (*Discuss with students trees that lose their leaves [deciduous] and trees that keep their leaves [coniferous or evergreen] along with tree names that are familiar. Later students can discuss tree varieties in more detail.*)
- ❓ What kind of flowers do we want in our park? (*List the varieties that students know—later they can expand on their list. Discuss native plants and trees as well.*)
- ❓ Why are trees, plants, and flowers important to a park? (*Provides shade, a place for birds and other animals, healthy environment, and looks pleasing to those who visit*)
- ❓ What do we need to know about the creek that is in our park? (*How to keep it clean and safe; how to keep it within its bank; how to cross the creek—bridge*)

Based on the responses to the above questions, ask students what they will need to know to create their park. Guide the discussion so that students list such things as knowing about play equipment, caring for trees and plants, organizing the park with the different features and working cooperatively. List students' responses to the following questions.

- ❓ What kind of tools will we need to do our jobs? (*Prompt students to consider such tools as tape measures, shovels, rakes, buckets, trowels, gloves, hammers, nails, levels, etc.*)
- ❓ What kind of clothes should we wear to do our job? (*Guide the discussion so that students understand the concept of “work clothes” and why people would wear such clothing—long sleeve shirts, pants, boots, hard hats, gloves, etc.*)

CUSTOMIZE

ELL Encourage students to illustrate the vocabulary words or cut and paste advertisements that illustrate them.



AUTHOR NOTE

Introducing New Vocabulary

This is an ideal time to introduce new vocabulary to students in the discussion of tools. These items are concrete and when introduced in context increases their understanding. If possible, display examples of the tools.

CREATING THE PARK PLANNERS

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ASSESSMENT

Make the park planners

Have students create figures to represent themselves as a park planner. Option 1: Distribute Teaching Master 3, “Outline of a Figure,” TH, pages 48. Option 2: Have students lie on large sheets of butcher paper and with a partner take turns tracing each other’s shape. Have students cut out the figure and then dress themselves for working in the park. Students should refer to their list of work clothes for the park.

ASSESS: The park planners

- are dressed appropriately;
- are carefully constructed.

Make tools for the job

In order to create the park, the park planners will need tools. Refer to the discussion and list of tools, and then ask each student to decide on four tools needed for the job of park planner. Students can either draw pictures of the tools they need or cut out pictures from magazines or newspaper ads and glue onto their figure. To reinforce literacy skills, write the names of tools next to the visual representations. Display each figure labeled with the student’s name.

AUTHOR NOTE

Making the Park Planners

Starting with the visual representation of themselves allows students to imagine who they are in the role of park planners. As students are working, ask questions such as: Are you dressed for work? What tools will you need to do your job? Are you ready to go to work?

AUTHOR NOTE

Tools

Students may identify dump trucks, bulldozers and other machinery for building the park. If they can logically explain how the machinery is used, add them to the list.

CONCLUDING EPISODE 2

Prepare introductions

Explain to students that they will introduce themselves as park planners over the next several days so that everyone will know about them and the tools they need for their job. Ask them to identify something they would be good at in creating the park. (Keep notes on their ideas so you can use them when assigning jobs in the creation of the park.)

Model an introduction for students. Encourage them to focus on one tool that they will use to do their job. Have students practice their introductions with a partner before presenting to the class. Remind students to keep their introductions brief—talk about just one tool, and tell them that classmates may ask questions about their tools after the introductions.

Introduce the park planners

Before beginning the introductions, review with students guidelines for class discussion. Guide them to understand that

- students listen respectfully during presentations;
- questions can be asked;
- students raise their hands and wait to be called on;
- everyone has a turn to present and to ask questions.

LITERACY

Speaking and Listening

Introductions can be used to:

- reinforce oral communication skills—speak clearly, ask appropriate questions, listen;
- build self-confidence when speaking before a group;
- teach the cultural norms for social introductions;
- listen with a purpose.

CUSTOMIZE

Pacing

To maintain students' interest, conduct the introductions over several days. Students could move on to Episode 3, in which they begin to plan for the plants and flowers in the park.



ASSESSMENT

Have each student introduce himself or herself as a park planner to the whole class, making sure their figure is easy to see during the introduction. Prompt students as necessary to stay in role. After each introduction, encourage students to ask questions of the presenter. To stimulate students' thinking about themselves as park planners, you can ask questions like the following: "Do you work well with others? Are you excited about creating a park? Why? How will your tool help you do your job?"

As students give their introductions, listen for information that you can weave into the unit later. For example, a student may say that he or she likes to make things. Use that interest as a reference point for a role-play for building play equipment.

ASSESS: The introductions

- are given in their roles as park planners;
- provide information about themselves as park planners in a focused way;
- demonstrate evidence of having practiced their introductions.

Reflect on the park planners

After all the park planners have been introduced, have students respond to questions such as these:

- What are some things the park planners have in common? (*At a minimum, all are park planners, but other similarities will be apparent after the introductions.*)
- In what ways are the park planners different? (*The students should be able to identify different skills and interests.*)
- Do you think the park planners will work well together? Why or why not?
- What will be hard to do in your jobs?

Facilitate role plays

At various times during the unit, you will want to do role plays with students so they continue to think about themselves as park planners. Watch for opportunities for park planners to react or respond to a situation. An event that is directly from their own story is important to connect students to the Storypath. You can set the scene for the role-play by asking a question or posing a problem. For example, students can discuss how they use their tools in building the park. You can prompt the role-play by saying something like, "William, why did you decide to plant this tree in this spot?" Then prompt students as necessary to move the role-play along.

AUTHOR NOTE

Student Interest

Students are more engaged in the introductions once they understand they can ask questions. As students answer the questions, they strive to give responses that make sense in the context of the story, thus developing ownership for the experience.

CONNECT

Drama

This type of unscripted role-playing deepens students' understanding of the story and boosts motivation and commitment. It can provide concrete evidence of students' understanding. (improvisation)

Connect to families

Generate a set of questions for students to ask their families about the park. Students in their role as park planners can interview families for ideas for the parks. Possible questions for family interviews are

- What do you think should be in our park?
- What would make our park a great place for families?

3

EPISODE

BUILDING CONTEXT

INVESTIGATING PLANTS

INTRODUCING THE EPISODE

page 25

Students learn about plants.

Materials Teaching Master 4, What Plants Need to Grow, TH p. 49
Content Slides Set 3

Grouping Whole class

Schedule Approximately 20-30 minutes

INVESTIGATING PLANTS

page 25

Students carry out investigations to help them decide what plants need to grow.

Materials Science materials are needed for Experiment 1, 2, and 3
Materials are listed for each investigation
Read the experiments to get the specifics for each experiment based on your classroom needs
Portfolio 4, Experiment 1: Investigating Seed Germination, p. 7
Portfolio 5, Experiment 2: Investigating How Plants Use Water, p. 8
Portfolio 6, Experiment 3: Investigating How Plants Grow, p. 9

Grouping Students work in pairs or small groups to conduct the investigations

Schedule 2-3 hours, can be spread over several days

CONCLUDING EPISODE 3

page 29

Students decide on the plants for their park and reflect on their decisions.

Materials Optional: Plant and seed catalogues
Scissors/glue
Construction/tissue/wallpaper

Grouping Whole class

Schedule 1-2 hours

EPISODE OBJECTIVES



- **Geography** *Identify how park planners change the physical environment.*
- **Geography** *Identify how park planners create the plants and trees to make the park an enjoyable place for their community.*
- **Social Skills** *Organize, plan, and make decisions to conduct investigations and plan for the park.*
- **Critical Thinking** *Organize ideas and information from investigations to make decisions about the park.*
- **Literacy** *Listen to the discussion about the park.*
- **Literacy** *Contribute to the word bank vocabulary related to science investigations.*
- **Literacy** *Write about the science investigations.*

INTRODUCING THE EPISODE

Set the stage

In this episode, students investigate how plants grow and make plans for the trees and plants for their park. Explain that the park planners now need to think about how they can make their park a good place for plants to grow. Guide the discussion using questions like these:

- ❓ What do plants need to grow?
- ❓ What happens if plants don't get enough water?
- ❓ What happens if plants don't get enough sunlight?
- ❓ What happens if people step on the plants?

Use Teaching Master 4, "What Plants Need to Grow," TH, pages 49 and Content Slide Set 3 to guide the discussion. The information to the right is technical information for you. Explain to the students that they are going to investigate how plants grow.

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MASTER

T4



CONTENT
SLIDE SET

3

AUTHOR NOTE

Pacing the Episode

Since the investigations require time for the plants to germinate and grow, continue on to the next episode.

INVESTIGATING PLANTS

Set up the investigations

Three experiments are suggested for the investigation. In Experiment 1, students observe how water helps seeds germinate or grow. In Experiment 2, students observe how water travels up the stem of the plant to feed the plant nutrients. In Experiment 3, students observe over time how plants grow. You can choose to do one, two or all three investigations.

Manage the investigations

You can organize the investigations in several ways. One option is to model each step of the investigation and then let students work in pairs to complete each step. Another option is to set up workstations and have students rotate through each station in groups of three or four. For young students, an adult helper or "buddy" from an upper grade will ensure that the process will go smoothly.

Experiment 1: Investigating seed germination

Materials

- Clear plastic glasses, four for each pair of students
- Paper towels, two sheets for each pair
- Beans— about four—for each pair
(Note: Use lima or navy bean or lentil seed packets. Another option is scarlet runner beans as they grow very large very quickly. Be sure to check if the seeds are old because they are less likely to germinate. An overheated or dry room can also cause the seeds not to germinate.)
- Water pitcher or eyedropper to water plants for each pair of students.

CONNECT

Science

As students carry out the investigations in this episode, they

- determine the effect of air, water, temperature, sunlight, and soil on plants. (experiment)
- observe outcomes. (observe)

LITERACY

Vocabulary

absorb to soak up

germinate starting to grow

investigate to look at carefully to get information

nutrients food that is needed by plants and animals to grow

Procedure

Remind students that they are growing new plants for their park. Ask them what plants need to grow. Explain that they are going to investigate whether seeds really need water to grow (germinate). Make a classroom chart to record daily observations.

Step 1 Instruct students to fold a paper towel and place it in a clear plastic glass. Do the same thing for each of the two glasses.

Step 2 Have students place beans between the paper towel and the plastic glass.

Step 3 Add water to one of the glasses.

Step 4 Gently place one empty plastic glass inside the other with the paper towel and beans between the two. Placing one glass inside the other will hold the beans in place and make it easier to observe the germination. Do this for the bean without water.

Step 5 Set the glasses beside each other and observe what happens to the beans over several days. As students inspect their beans, have them describe the changes they see to the bean with water compared to the one without. As a whole group activity, use Portfolio 4, page 7, “Experiment 1: Investigation Seed Germination” to write or draw their observations each day—Day 1, Day 2, and so forth.

PORTFOLIO

4



Experiment 2: Investigating how plants use water

Materials

- Clear plastic glasses tall enough to support a celery stalk, two glasses for each pair of students
- Celery stalks, two for each pair of students—get them as fresh as possible
- Red food coloring—a good amount
- Pitchers of water - enough to fill one glass about half full for each pair of students
- A ruler for each pair for measuring the absorption of water over a period of time
- Optional: Digital camera to record and display the change over time

Procedure

Explain to students that the park planners need to know about plants and how they grow. They may have discovered from Experiment 1 that plants need water to help them grow—they should have concluded this from Experiment 1. Ask students to consider how water moves from the soil up into the rest of the plant. Then explain they are going to investigate how plants use water. For this investigation, have the partners work through each of the steps with you guiding the process step-by-step for the whole class.

CONNECT

Mathematics

Measure the distance that water travels up the celery stalk (Investigation 2). Measure plant growth (Investigation 3). (measurement)

CUSTOMIZE



Participating in the science

experiments binds together the language with the activity to support student learning.

Step 1 Have students fill one plastic glass about half full with water. Leave the other one empty.

Step 2 Instruct students to put 8 to 10 drops of red food coloring into the water. Explain that the food coloring in the water will help them determine how the water travels up the plant. (If the water is clear, they won't be able to see how the plant absorbs the water.)

Step 3 Place one celery stalk in the glass with water with the base of the stalk at the bottom of the glass. Place the other stalk in the empty glass.

Step 4 Have students measure the red color as it moves up the celery stalk. Students should make their observations at the same time each day over a period of three days recording in Portfolio 5, Experiment 2, observations. Have students measure how far the red water has traveled up the stalk. As a whole class, show students how to complete the form related to measurements. Discuss with students why it is important to measure the celery stalk at the same time every day.



Have the students observe what happens to the celery stalk with no water. After a couple of days, have students add water to the empty glass. Ask students to observe what happens.

Explain that plants have roots, as do celery stalks. The roots in the ground take up water from the soil, then the water travels up the stalk tubes—like a drinking straw that can suck up water. Have students think about other plants and trees they might have in their park and what would happen if they did not have enough water.

Experiment 3: Investigating how plants grow

Materials

- Newspapers to spread on tables where students will work
- Zinnia or marigold seeds, package-dated for current year
- Small package of potting soil (sterilized)
- Teaspoons, one for each pair
- Plastic cups or egg cartons, so each child has one container for seeds.
- Additional egg cartons to serve as trays for holding and transporting individual egg holders
- Water for watering plants
- Eyedroppers or spray bottles (Students can share these)
- Label cups with students' names
- Gallon size plastic bags with ties to hold a whole egg carton or five small plastic cups

To transplant plants for taking home (for each student)

- Container that holds about 3 cups of potting soil
- Pebbles for bottom of container
- 3 cups potting soil
- Bags to carry home the plants

Procedure

Step 1 Have students fill their egg cartons almost full with potting soil—each child should have his/her own individual egg carton holder.

Step 2 Instruct students to add water by using an eyedropper or spray bottle to dampen soil. (The dropper or spray bottle works well because it keeps the soil from becoming over watered.)

Step 3 Distribute seeds—four to five for each child—and have them place the seeds in the egg carton holder. Cover with a teaspoon of soil, press firmly and water again.

Step 4 Have students label their plant with their name and place the plant holders in the additional egg cartons—to keep the individual plant holders upright and easily transportable.

Place the cartons in plastic bags and fasten ends with tie closures. Keep the cartons away from drafts, radiators, and direct sunlight. As soon as tiny shoots appear, remove plastic covering, move to sunny spot and keep soil damp with spray or dropper—usually every other day for watering. Cover plants at night to keep the moisture in the soil. If students over water their plants, use a paper towel to absorb the excess water.

Step 5 As a whole class activity record the seedlings' growth. Ask students what plants need to grow. Guide the discussion so that students understand that plants need air, water, suitable temperatures, sunlight, and soil. Explain that soil provides the nutrients to the plant. Soil is made from crumbled rocks, dead plants and insects.

As leaves appear, provide moderate indirect light, with a northern exposure if possible. After a second pair of leaves appears, give the plants a few hours of direct sunlight. Students can take the plants home to grow. Transplant each plant into a container that will hold about three cups of soil. Punch a hole in the bottom (for drainage) add a layer of small pebbles at the bottom, soil and then carefully place the plant into the soil, press soil firmly, add water.

Draw conclusions

Discuss with students what plants need to grow and what they need to do to make their park a good place for plants. Have students complete Portfolio 6, page 9, “Experiment 3: Investigating How Plants Grow”. They can draw or write their responses.



ASSESS: Science investigations Student



ASSESSMENT

- makes inferences about lack of water for plants (Investigation 1 and 2);
- explains why air, water, temperature, sunlight, and soil are important to plant growth;
- applies terms: absorb, germinate, investigate, and nutrients to explain plant growth;
- states conclusions from observations of plant growth;
- demonstrates following steps to conduct an experiment;
- demonstrates cooperative skills of sharing, listening to each other and taking turns.

CONCLUDING EPISODE 3

Plan for plants and trees in the park

Call a meeting of the park planners and explain that they need to consider what kind of plants they want to add to their park. Have them consider the best places for the plants and trees. Use such questions to guide the discussion:

- ❓ In our park do we need to plant more flowers? Plants? Trees? Why or why not?
- ❓ What do we need to think about if we are going to grow plants in our park? (*Students should be able to recall that plants need air, water, suitable temperature, sunlight, and soil for optimal growth.*)
- ❓ What kinds of plants would be best for our park? (*Guide students to think about the kinds of plants that are best for your location so that they understand that plants have adapted to specific climates, e.g. palm trees do not grow on the North Pole. Explain that some plants require warmer climates and more sunlight and water than others so that should guide their selection based on the local environment.*)
- ❓ Where is the best place to put plants in the park? (*Guide the discussion so that students consider the size of the plant related to its location and not putting it in a place where it could be trampled by people or pets.*)
- ❓ Where is the best place to put trees in the park? (*Students should consider the size of trees when they reach maturity, whether deciduous or conifers trees would be better—perhaps both have a place. The aesthetic beauty and shade value should also be discussed.*)

Locate plants for the park (optional)

After the discussion, have students, working with a partner, look at plant catalogues suitable to your location and select plants and trees they would like to have in their park. These can be cut out of the catalogue and glued to a sheet of paper. Students can share why they chose the

CUSTOMIZE

Invite a gardener

A gardener can share specialized knowledge with the students.

particular plants and trees. To reinforce the concepts from the earlier discussion, ask about size, appropriateness to local environment, and the aesthetic value in the sharing process. (If students are able they can copy the name of the plant and tree onto the paper.) Display their work.

CUSTOMIZE

Art materials

Organize the art materials to assist students in making plants proportional to the space.

Create the plants and trees for the park

Have students make artistic representations of flowers, plants, and trees they want in their park. Guide the process by giving some size limitations so all of the work can be added to the setting. Hold a meeting to decide the placement of the various flowers, plants and trees. Guide the placement so students think about suitable locations for their contributions.

When students have completed this process, take time to reflect on the experience. Ask such questions as:

- ❓ How do these flowers, plants and trees make our park a nicer place?
- ❓ Would people like to visit our park now that we have added these things? Why or why not?
- ❓ What will we need to do to keep our new flowers, plants, and trees growing?

Develop reading and writing processes (optional)

Students can write about their investigations as a whole group or individually. Reading and writing processes are developed when they

- copy sentences onto sheets of paper and illustrate them. (creative response)
- practice reading the sentences on their own. (independent reading)
- take sentences home to read and discuss with their families. (applying understanding)



ASSESSMENT

ASSESS: Writing

- uses the word bank as a resource for writing sentences;
- creates simple sentences;
- creates sentences that relate to scientific investigations.

BUILDING CONTEXT

A PLACE TO PLAY

4

EPISODE

INTRODUCING THE EPISODE

page 32

Discuss with students the parks' play and recreational activities.

Materials	Content Slide Set 4
Grouping	Whole class
Schedule	About 20 minutes

CREATING THE PLAY AREA

page 32

Students create the play area.

Materials	Teaching Master 5, Self-Assessment Working Together, TH, p. 50 Content Slide Set 4 Various colors of construction paper and tagboard colored markers, crayons, glue, masking tape, scissors pipe cleaners, popsicle sticks, yarn, modeling clay Optional: toys suitable for a park setting
Grouping	Students work individually; whole group to decide where to place the park equipment
Schedule	About 45 minutes

CONCLUDING EPISODE 4

page 33

Students share their contributions to the play areas and then write about their park.

Materials	Portfolio 7, Playing in the Park, p. 10
Grouping	Whole class for sharing and individuals for drawing and writing
Schedule	Approximately 1 hour spread over several days

EPISODE OBJECTIVES



- **Geography** *Identify how people create parks to reflect the wants and needs of their community.*
- **Social Skills** *Organize, plan, and make decisions for the play area.*
- **Social Skills** *Work with others to decide on the features of the park.*
- **Critical Thinking** *Use criteria to make decisions on the play equipment.*
- **Critical Thinking** *Organize the park to meet the needs of the community.*
- **Literacy** *Listen to the discussion about the play area.*
- **Literacy** *Contribute to the word bank related to play equipment.*
- **Literacy** *Present information on the play area.*
- **Literacy** *Draft simple sentences about the play area.*

INTRODUCING THE PLAY AREA

AUTHOR NOTE

Imagining

This discussion is to encourage students to imagine the park and how it would be used in their community. Encourage students to elaborate on their ideas so that they think more deeply about how the park will be used. Students' thinking can be extended by thinking about items other age groups might like in the park, such as teenagers (skate bowl), elderly (seats or benches).

Discuss play areas

In this episode, students create the play area for the park. Ask, "Where will children play when they come to the park?" Use questions such as the ones that follow to stimulate their thinking about this topic. Record their ideas so they can be used as a reference in the design of the play area.

- ❓ What kinds of play equipment do we want in our park?
- ❓ Where in the park might children play? (*Have children identify the area on the setting.*)
- ❓ How will children play in the park? What will they do? (*Have students consider recreational activities as well as play equipment such as swings, seesaws, and sand box—whatever ideas students have are fine as long as they are realistic to what would be appropriate for your community.*)
- ❓ How should we organize the play area? (*Have students decide on appropriate places for the play areas. The setting may dictate the kinds of activities that would take place in the park.*)



CUSTOMIZE

ELL Word Bank Add to the word bank the terms for the various features of the play/sports area with simple sketches.

CREATING THE PLAY AREA

Organize the process

Make sure everyone has a role in the design of the play area(s). Creating the play area provides students with a concrete space in which to imagine their play area and also builds social skills as students work together planning and designing the play area. If students express a need to know more about play and recreation areas, refer them to Content Slide Set 4. Before students begin working on the park, you may want to review Teaching Master 5, "Self Assessment: Working Together," TH, pages 50 to reinforce social skills.

There are a variety of ways to organize the play area. Here is one way to manage the process making sure that each student contributes at least one feature to the play area:

- A two-dimensional setting: Distribute sheets of paper cut to the size that will keep the features of the play area to scale and have students draw the features.
- A three-dimensional setting: Three-dimensional features will take more time and you may need to demonstrate ideas for constructing their equipment. Distribute art materials and have students make the play equipment and features. Toys suitable for a park also can be added to a three-dimensional setting.

As students are working, monitor their cooperative work and design process by asking questions such as: "Do you think your swing will be popular with young children? Who will want to use your play equipment?"



AUTHOR NOTE

Those finishing their tasks early can add some of the additional items for other age groups.

TEACHING
MASTER

T5

CUSTOMIZE

ELL The concrete experience of making the play equipment and conversation about the play area support vocabulary in context.

Will children take turns when playing on the teeter-totter? How can children play safely on the slide?”

CONCLUDING EPISODE 4

Share the play features

Once the features are completed, have students share their features with the class. To help students focus their presentations, have them discuss these two things as they share their features:

- name of feature (football field, goal posts, swing, slide, etc.);
- the people who most likely will use what they have made.

Encourage students to ask questions after each presentation. You may want the presentations to take place over several days to maintain interest.

ASSESS: Presentations

- provides information about the feature in a focused way;
- uses the feature to illustrate use;
- uses terms in context.

When the presentations are complete, have the park planners hold a meeting to decide the placement of the various features. One student can lead the discussion or you can take that role. Ask, “Where are we going to place our play equipment?” As the discussion gets underway remind students about working together to decide where to place the various features. These guidelines work well:

- everyone has an opportunity to share;
- you can disagree with someone’s idea in a nice way;
- you can compromise.

Reflect on group skills

Deciding on the placement of play features is an activity that develops cooperative learning and listening skills. Have students reflect on their cooperative groups skills as a whole class using such questions as follows:

- ❓ Did everyone have an opportunity to share their ideas?
- ❓ What did you do when you disagreed with someone?
- ❓ What are some respectful ways you can tell someone you disagree with them?
- ❓ What are some ways to work together cooperatively?
- ❓ What could you do better next time when you work with other park planners?

Students can complete Teaching Master 5, “Self Assessment: Working Together,” TH, pages 50.



ASSESSMENT

AUTHOR NOTE

Learning Process

As a result of the presentations and discussion, students may consider new information about their park and decide to modify the park accordingly. This builds ownership for their learning.

TEACHING
MASTER

T5



Write and read about the play areas

As a whole group activity have students dictate sentences about their park. Write the sentences so they can read about their park as a whole class activity. Simple picture clues can be added to support students' reading. Students can then write the sentences and draw pictures in their Portfolio 7, page 10, "Playing in the Park."

ASSESS: Students' Writing

- uses words from the word bank;
- tells about the play equipment for the park;
- reflects the drawing of the park.



ASSESSMENT

ASSESS: Students' Drawings

- shows understanding of the play equipment in the park;
- includes details about the play area;
- demonstrates that care was taken in making the drawing.

CRITICAL INCIDENT

GRAFFITI IN THE PARK

5

EPISODE

INTRODUCING THE PROBLEM

page 36

Students are introduced to the problem of graffiti in the park.

Materials	Content Slide Set 5 Teacher created graffiti for the setting
Grouping	Whole class
Schedule	About 15 minutes

HOLDING A MEETING

page 36

Students hold a meeting to make rules for the park.

Materials	Content Slide Set 5 Portfolio 8, Rules for Our Park, p. 11 Art materials for additional features for the park
Grouping	Whole class, individuals for writing rules
Schedule	30-40 minutes

CONCLUDING EPISODE 5

page 37

Students reflect on the meeting.

Materials	None
Grouping	Whole class
Schedule	About 20 minutes

EPISODE OBJECTIVES



- **Social Skills** *Work with others to decide on the rules for of the park.*
- **Critical Thinking** *Analyze the problem of graffiti and suggest ideas for addressing the problem.*
- **Critical Thinking** *Organize the park to meet the needs of the community.*
- **Civic Competence** *Examine the rights and responsibility of people using the park.*
- **Civic Competence** *Identify how everyone benefits from the common good.*
- **Civic Competence** *Practice civic discussion and participation using a meeting format.*
- **Civic Competence** *Explain why rules are important.*
- **Literacy** *Listen to the discussion about the play area.*
- **Literacy** *Write rules for the park.*

INTRODUCING THE PROBLEM

Plan for the episode

Before you begin this episode, select a controversy—the episode is organized around graffiti in the park. You may decide to select another controversy that is relevant to your own community. You want the specific example to result in the need for students to work together to solve the problem. When selecting a controversy, consider the following:

- ❓ Is the problem logical to the storyline and allows for multiple solutions?
- ❓ Is the problem developmentally appropriate?
- ❓ Will students have ownership of the problem and work in small or large groups to find a solution?
- ❓ How will parents and other community members react to the problem?
- ❓ Does it develop understanding of respect, care for common or public spaces, and the skills of civic discourse?

Set the stage

In this episode, students will need to think about how they will respond to graffiti in the park and make rules for the park. While students are out of the room, place graffiti in the park, being careful not to destroy students' specific features. Be prepared for a strong response from students. Once students have noticed the graffiti, suggest that the park planners need to meet to respond to the problem. Briefly engage students in a discussion of the graffiti by asking questions such as the following:

- ❓ Why do we need a meeting of the park planners?
- ❓ Why might someone put graffiti in the park?
- ❓ Why is it important to respect our park?
- ❓ Do people have a right to use the park?
- ❓ What responsibilities do people have if they use the park?

HOLDING A MEETING

Conduct a park planners meeting

Explain that park planners will need a meeting to discuss how to respond to the graffiti in the park. Have one of the students lead the meeting in the role of a park planner. Select a student who you believe will handle the responsibility well. Brief the student on how to conduct a meeting of the park planners. Remind him or her that the goals of the meeting are to decide what to do and write rules for the park.

Discuss with students how meetings are conducted. Guide them to understand that park planners

- talk one at a time;
- wait to be called on;
- listen to each other;
- are courteous;
- allow everyone an opportunity to speak.



AUTHOR NOTE

Protecting student work

The frieze may be covered with clear plastic wrap before the graffiti is applied.

CUSTOMIZE



Visual examples of "problems

in the park" on the Content Slides support language development and understanding.

LITERACY

Concept Development

This episode helps students to think more deeply about such concepts as respect, rights, responsibilities, and most likely a new concept: common good. **Common good is defined as good for all.** Add these words to the word bank.

AUTHOR NOTE

Meeting Skills

Students will take the meeting very seriously and will respond thoughtfully. Teachers share that students often exceed their expectations by taking the problem seriously, listening carefully to each other, and offering relevant ideas.

Conduct the meeting

Remind students that they need to conduct the meeting as park planners. During the meeting, the students should believe that they are solving the problem and are in charge of the solution. To keep the discussion on track, you can ask prompting questions such as “What can you do to solve the problem? How do you feel about the graffiti in the park? Why is it important to respect the property in the park? Is it fair for others to destroy the park with graffiti? What rights and responsibilities do people have for using the park?” Suggest that rules would be important for the park. As students suggest rules for the park, challenge their ideas so that they consider fairness and the feasibility of the rule. Make a list of rules. You will need to help them refine the rules—keep them simple and clear.



ASSESSMENT

ASSESS: Students’ participation in the group meeting

- demonstrates careful listening;
- includes suggestions consistent with the problem;
- encourages constructive questions and an evaluation of the suggestions of others;
- reaches an agreement on the rules.

Add features to the park

As a result of the meeting, students may decide to add more features to their park such as trashcans, lights, bathrooms, drinking fountains, pathways, or fences. Based on time and learning needs, allow students to add such features to the park.



PORTFOLIO

8



ASSESSMENT

ELL Develop reading and writing activities

Have students write the rules on signs to practice their writing and reading skills. Post the “signs” around the park. Use Portfolio 8, page 11 “Rules for Our Park” to record the rules.

ASSESS: Students’ writing

- reflects the rules for the park;
- demonstrates care in writing.

LITERACY

Vocabulary

Within the context of the discussion, reinforce the academic words of respect, rights, responsibilities, and common good.



CONTENT
SLIDE SET

5

CUSTOMIZE

ELL Adapting the Portfolio

ELL students could draw a picture of a rule being broken and then a second picture of how to solve the problem. Attach the picture to Portfolio 8, page 11.

CONCLUDING EPISODE 5

Reflect on the episode

Use questions like the ones below to help students reflect on their problem-solving experience.

- What did you like about the meeting?
- How could we make the meeting better?
- How did we work together to solve our problem?
- Is this a good way to solve problems? Why or why not?
- Why is it important for park visitors to respect the park?
- Why is it important for park visitors to follow the rules?

6

EPISODE

CRITICAL INCIDENT BULLYING IN THE PARK

INTRODUCING THE PROBLEM

page 39

Students listen to a news report of bullying in the park.

Materials	Content Slide Set 5 Teaching Master 6, News Article, TH p. 51
Grouping	Whole class
Schedule	Approximately 15-20 minutes

RESPONDING TO THE NEWS ARTICLE

page 39

Students meet to determine how to respond and then role-play responses to bullying.

Materials	None
Grouping	Small groups
Schedule	Two or three 20-minute segments over a few days

CONCLUDING EPISODE 6

page 40

Students reflect on their response to the critical incident.

Materials	Portfolio 9, Bullying in the Park, p. 12
Grouping	Whole class
Schedule	About 45 minutes

EPISODE OBJECTIVES



- **Social Skills** *Work with others to decide on how to respond to bullying.*
- **Critical Thinking** *Define issues or problems related to the park and then make decisions on how to make the park a safe place.*
- **Civic Competence** *Examine the rights and responsibility of people using the park.*
- **Civic Competence** *Practice civic discussion and participation using a meeting format.*
- **Civic Competence** *Explain why rules are important.*
- **Literacy** *Read and discuss a news article.*
- **Literacy** *Listen to the discussion about bullying.*
- **Literacy** *Write about the problem.*

INTRODUCING THE PROBLEM

TEACHING
MASTER

T6



CONTENT
SLIDE SET

5

Hear and discuss a news report

In this episode, students will respond to a news article describing bullying in the park. With a sense of drama, read to students Teaching Master 6, “News Article,” TH, pages 51.

Discuss the news article and how the park planners might respond. Guide the discussion using questions such as these:

- ❓ Who is the article about?
- ❓ What happened?
- ❓ When did the event happen?
- ❓ Where did the event happen?
- ❓ What will happen to the park if older children continue to bully the younger children? (*People will not visit the park, and it won't be a safe place.*)
- ❓ Is there any way that the park planners can help?

This critical incident provides you with an opportunity to link this particular situation—or one like it—to students' own experiences. Helping them to understand bullying allows you to address this issue without directly singling out particular students. See Background Information, page 56, for more information about bullying.

CUSTOMIZE

Adapt the Article

You can add additional drama to the introduction of the bullying by copying the news article and pasting it onto your local newspaper. Then read the news item as though it appeared on the front page of the newspaper or a news flash as an electronic media report (given that newspapers are often read online these days.)

LITERACY

Active Listening

Listen for a specific purpose.

Identify main ideas.

Understand the newspaper tells about current events.

RESPONDING TO THE NEWS ARTICLE

Conduct the meeting

Suggest that the park planners meet to discuss how they will respond to the problem. If possible, have one of the students lead the meeting. Select a student that you believe will handle the responsibility well.

Remind the students about how meetings are conducted:

- Talk one at a time.
- Wait to be called on.
- Before speaking, listen to each other.
- Be courteous.

Guide the discussion and role-plays

During the meeting, the students should believe that they are solving the problem and are in charge of the solution. To keep the discussion on track, you can ask questions such as: How do you think you should respond if someone is bullying you?

Based on the students' decisions, follow up with appropriate activities. Role-play scenarios to help students practice how to respond. You should play the role of the bully. Reflect on the role-plays to help students understand prosocial skills in responding to such situations. Explicitly labeling appropriate responses is especially important for students who lack skills in this area.

Here is one way to guide the role-plays.

Using Brave Talk: Use a brave look—body posture and facial expression (not an angry or friendly look). Use a brave voice—slightly louder than a friendly voice, stating that you do not like what is happening.

Dealing with Teasing: Stop and think; try not to show you are angry. Say, “Please stop.” Walk away.

Knowing When to Tell: Decide if someone will get hurt. If no one will get hurt, use brave talk or deal with it as teasing. If someone will get hurt, tell an adult immediately.

Solving a Problem: Define the problem. Think of choices. Make a plan. Do it.



ASSESSMENT

ASSESS: Group participation demonstrates

- careful listening;
- suggestions consistent with the problem;
- constructive questioning and evaluating the suggestions of others.

AUTHOR NOTE

Resource

Role plays are based on the work of Ellen McGinnes and Arnold P. Goldstein, *Skillstreaming in Early Childhood: New Strategies and Perspectives for Teaching Prosocial Skills*.

CONCLUDING EPISODE 6

LITERACY

Word bank

brave talk
walk away
please
thank you
fair
share
take turns
friendly
mistakes

Reflect on the episode

Use questions such as the ones below to help students reflect on their experience:

- ❓ How well did we work together?
- ❓ What should we remember when we see people bullying others?

Write about the critical incident

Students reflect on the critical incident by describing the problem and solution when they dictate sentences about the event. Refer them to the word bank for ideas. Do this as a whole class activity and then have them on Portfolio 9, page, 12 draw and write about how to handle bullying in the park.

Assess: Understanding bullying

- uses words from the word bank;
- writes sentences about how to respond to bullying;
- draws a picture showing how to respond to bullying.

CUSTOMIZE

ELL Drawing

ELL students could draw the bullying event and then dictate their sentences in their home language.



ASSESSMENT

PORTFOLIO

9



CONCLUDING EVENT

DEDICATING THE PARK

7

EPISODE

INTRODUCING THE CONCLUDING EVENT

page 42

Students are introduced to the idea of a park dedication.

Materials	None
Grouping	Whole class
Schedule	About 20-30 minutes

PLANNING AND PARTICIPATING IN THE DEDICATION

page 42

Students plan and participate in the dedication by preparing posters, speeches and invitations.

Materials	Poster paper, art supplies Optional: ribbon (for ribbon cutting) Optional: food if a reception is planned
Grouping	Small groups for making posters and speeches; individuals for invitations; whole class for dedication
Schedule	1-2 hours, spread over several days

CONCLUDING EPISODE 7

page 43

Students reflect on the experience.

Materials	Portfolio 10, Storypath Favorite, p. 13
Grouping	Whole class
Schedule	30 minutes

EPISODE OBJECTIVES



- **Culture and Social Interaction** *Identify ways groups celebrate an event—park dedication*
- **Social Skills** *Organize, plan, and make decisions to prepare for the park dedication.*
- **Social Skills** *Work with others to decide on the park dedication.*
- **Critical Thinking** *Organize ideas in new ways.*
- **Civic Competence** *Identify and practice selected forms of civic discussion and participation.*
- **Literacy** *Listen to ideas about the park dedication.*
- **Literacy** *Discuss ideas for the park dedication.*
- **Literacy** *Create a poster about the park.*
- **Literacy** *Write an invitation to the park dedication.*

INTRODUCING THE CONCLUDING EVENT

Explain to students that the park will be dedicated to the community. Explain that a dedication is a ceremony or event to mark the official opening of something—in this case, the park. Use questions such as the following to stimulate thinking about the dedication.

- ❓ What might we do at the dedication? *(If students are familiar with dedications in their own community, use those examples in the discussion.)*
- ❓ Who might attend the dedication? *(People who live in the community and use the park; community officials such as the mayor or park officials. This is also an ideal time to invite family members.)*
- ❓ Why do you think dedicating the park is an important activity?
- ❓ What shall we name the park? *(Use examples from your own community to begin the discussion. However, you may have named the park earlier; if so simply remind students of their decision.)*
- ❓ How do parks get their names? *(Again, use examples from your own community—parks are often named for people who originally owned the land, someone important in the community, or a special event that has occurred.)*

CUSTOMIZE

Adapting the Episode

The purpose of this episode is to bring closure to the unit. With this goal in mind, adapt the episode as needed. Plan a suitable time for the dedication and decide if any special guests will be invited.

PLANNING AND PARTICIPATING IN THE DEDICATION

Plan for the dedication

Discuss with students what they might do to prepare for the dedication. Three possible activities are preparing posters announcing the dedication; making a sign with the park's name; and making speeches for the dedication. Two or three brief speeches are probably adequate with the remainder of the class preparing posters and signs. Make sure that each child has a role in some aspect of the dedication. A ribbon-cutting ceremony can also be planned.

Decide on the park's name

Have a meeting to decide on the park's name. Based on the earlier discussion about how parks get their name, have students create a list of ideas. Have students suggest criteria for how to decide on the name. Once the name is decided, a small group of students can create a banner or sign for the park.

Make posters

Discuss with students what kind of posters they might make for the dedication. Have them list ideas for what to put on the posters such as slogans, logos, or pictures of the park. This discussion will also assist the students who give speeches with an opportunity to think about what they want to say.

CUSTOMIZE

Park Planners' Meeting

Once again, students can use a meeting format to reinforce meeting skills.

Establish criteria for the posters

Ask students, “What makes a good poster?” Guide the discussion so that students identify such criteria as:

- has a clear message about the park;
- has the name of the park;
- is colorful and uncluttered;
- attracts attention;
- is carefully prepared.



ASSESSMENT

ASSESS: Posters

Uses the criteria identified above.

Prepare Speeches

Briefly have students outline what they want to say about the importance of the park. If possible, have them write their speeches and then work with a partner, adult volunteer or older student to help them polish their delivery.



ASSESSMENT

ASSESS: Students’ speeches

- demonstrates an appreciation for park;
- demonstrates knowledge of park features;
- are delivered clearly and with confidence.

Participate in the dedication

Explain to students how a dedication is conducted. Point out that the dedication will be an important event. You may want to talk about how people dress to attend a dedication. Explain that there are usually welcoming statements, after which the speeches are delivered and the posters displayed. A ribbon-cutting ceremony concludes the dedication. A reception frequently follows a dedication.

Arrange for an adult to welcome the participants, introduce the speeches, thank the speechmakers, comment on the posters, conclude the dedication with the ribbon-cutting ceremony, and invite guests to a reception.

CUSTOMIZE

Inviting guests

Invite families or other suitable adults to “attend the dedication” and ask questions of the participants. If you know someone in your area is an expert on parks, invite that person to make a brief speech along with the students.

CONCLUDING EPISODE 7

Reflect on the dedication

Use questions such as the ones that follow to discuss the dedication:

- What did you like best about the dedication?
- Why do you think people have dedications such as this one?
- Why is it important for communities to have parks?

Reflect on the Storypath

Use questions such as the following to discuss the Storypath.

- What was your favorite part of the Storypath? Why?
- If you visit a park in our community, what is your responsibility?
- Why do people like to go to parks?
- What are you better at now that you have been in the role of a park planner?



Have students draw a picture and write about their favorite activity in the Storypath. Use Portfolio 10 page 13, “Storypath Favorite,” to demonstrate their learning.



ASSESSMENT

ASSESS: Storypath Favorite

- demonstrates an event from the Storypath;
- clearly explains the event.

Prepare for the synthesis of students' learning

Students have planned and created a park. They have investigated how plants grow and worked together to solve problems. Synthesis activities allow students the opportunity to demonstrate their level of understanding and help you assess what they have learned from the unit. On the following pages you will find a selection of synthesis activities for this experience.

Dear Parents or Guardians,

Your child will soon be starting an integrative unit to study the role of parks in our community and what makes a park a good place for people to visit. Your child will become a park planner to learn how plants grow, the kinds of play and recreational activities appropriate for a park and how to work with others to solve problems. Students will also be developing literacy skills as they talk, write and read about their experiences.

The teaching approach I will be using is called Storypath, which was originally developed in Scotland. This approach is built on the key principle that learning, to be meaningful, has to be memorable, and that we can use children's enthusiasm for story-making to teach important content and skills. Active learning, cooperation, critical thinking, and reflection are essential components of the process. As the Storypath develops, children will gain a sense of ownership for their learning as they tackle the problems presented.

As events unfold, ask your child to share with you what is happening in the Storypath. You may find that they will want to learn more about particular topics at home by discussing the parks they have visited or the kinds of features they would like in a park.

You are welcome to visit our classroom during our Storypath time. You will be pleased to see children confronting important issues that relate to how parks are created and used and how communities come together to solve problems. I hope you will discuss these experiences with your child. At the conclusion of the unit, we will dedicate the park; I hope you can visit our classroom for that event.

Sincerely,

Name _____ Date _____

LETTER OF INVITATION

(date)

(address)

Dear Students,

I would like to invite you to become park planners for our community. Your class has been selected because it is my understanding that you are hard workers, willing to learn, and can imagine a park “just right” for our community. The first task is to plan the park. The second task is to create the park. Both tasks will involve a lot of work, and it will be important that you can work well together. There will be problems to be solved along the way. I believe that you are the perfect class for such a project. Please let me know if you will accept the invitation.

Sincerely,

(Make up a name and title or select a name and title of someone in your community)

Name _____ Date _____

LETTER OF RESPONSE

(date)

(address)

Dear Students,

Thank you for agreeing to plan and create the park. I am very pleased that you have decided to do this work. The place that we are planning for the park is _____.
(Insert name of location for the park)

(Insert appropriate description or use the one below)

This is an open space on _____.
(Insert name of street)
The place is now empty and has a few trees and plants. There is a creek that winds its way through the setting. People of all ages will make use of the park. I want the park to be a place where people can enjoy trees, plants, and flowers; have a place to play; and have picnics with their families. I hope you can plan a park that will meet these uses.

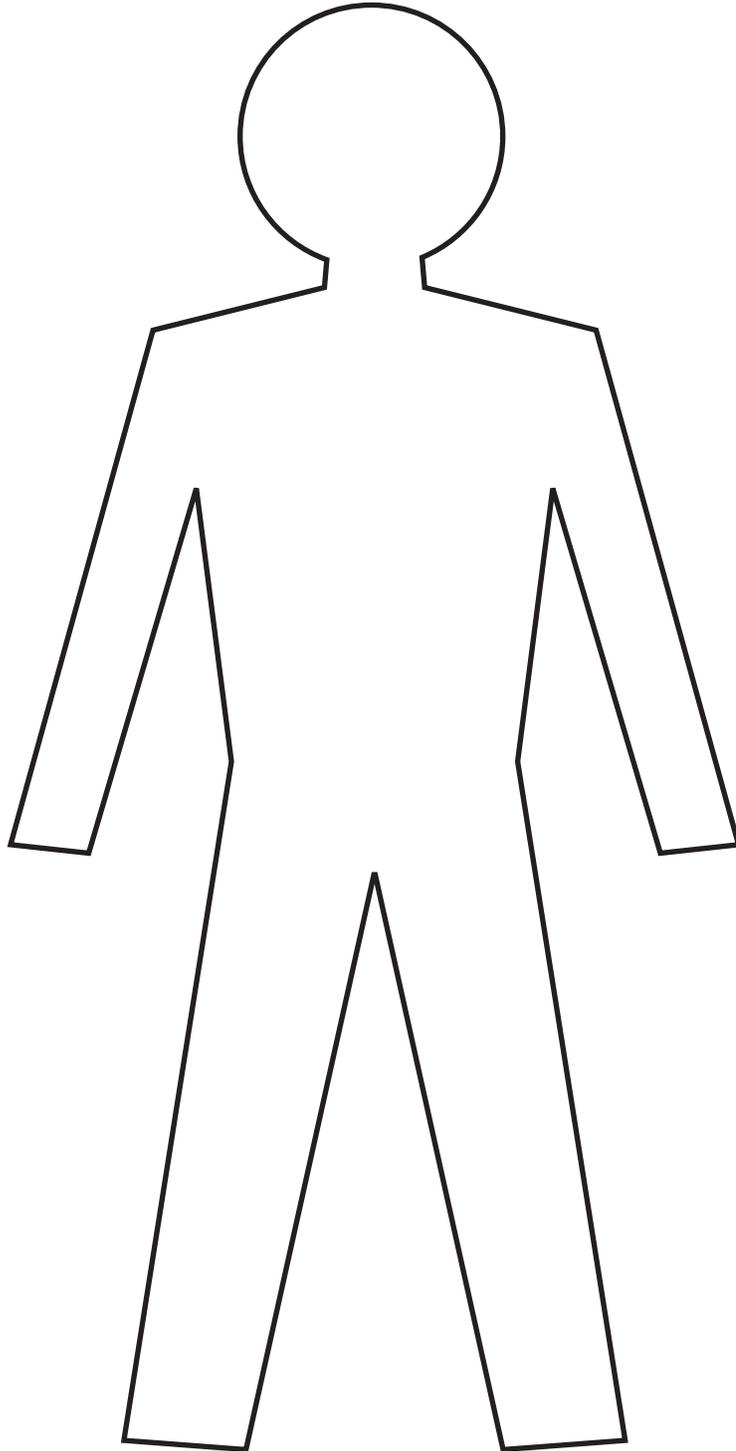
I need your plans by _____.
(date)

Sincerely,

(Make up a name and title or select a name and title of someone in your community.)

Name _____ Date _____

OUTLINE OF A FIGURE



Name _____ Date _____

WHAT PLANTS NEED TO GROW

Air	Plants take two gases from the air: carbon dioxide and oxygen. Carbon dioxide is used for photosynthesis. Oxygen is fuel for energy that helps plants breathe.
Water	Minerals in the water help plants grow. Water is taken in through the plant's roots and carried up to the leaves.
Temperature	Plants require a specific temperature range. Some plants can grow in very hot climates, some in temperate, and some in cold. Over many years plants have adapted and thrived in different climates.
Sunlight	Most plants need sunlight to grow. The sunlight converts a plant's food into usable energy to help it grow.
Soil	Soil helps the plant to grow by providing nutrients (or minerals). The soil also holds the plant erect.

Name _____ Date _____

SELF-ASSESSMENT: WORKING TOGETHER

	Always	Sometimes	Not often/Never
1. We listened to each other's ideas.			
2. We shared the work.			
3. We helped each other.			
4. We did careful work.			
5. We worked together to solve problems.			

Name _____ Date _____

NEWS ARTICLE

LOCAL NEWS

PROBLEMS IN OUR LOCAL PARK

Yesterday it was reported that older children in the park were unwilling to let the younger children use the play equipment. While the younger children are taking turns and waiting to play on the equipment, the older children tell them “You can’t play here!” They often tease the younger children, telling them they will fall and hurt

themselves so they can’t use the play equipment. This is so unfair and hurtful.

This problem will be presented to the park planners to decide what to do. The park planners have worked hard to make this park a safe and friendly place for the community. What can be done?

SYNTHESIS OPPORTUNITIES

The following synthesizing activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful assessment tools for you because they're multimodal. They allow for the variances in students' strengths and learning styles. They also allow you to assess students on a variety of subjects on a number of different levels.

1. PORTFOLIO RESPONSE

Activity

Have students review the items from their Portfolio. Have them select four items from their Portfolio that they think show the most important things they learned. After students have selected the items, meet with each child to discuss the following questions:

- What did you learn from each Portfolio item you chose? Why are those ideas important?
- What problems did you and the other park planners face?
- How did you solve those problems?
- What have you gotten better at during this Storypath? Why?

Criteria for Assessment

Learning objectives are demonstrated if

- an explanation for selecting each item and its importance for learning is clearly conveyed.
- the student demonstrates an understanding of the park, the role of park planners, the park features, the science investigations, problems in the park, and the importance of parks to the community (at least three examples).
- the student can recognize his or her own learning or skill acquisition.

2. A STORY ABOUT THE PARK

Activity

Students create a story based on their experience in the Storypath using a sequence of at least six pictures or pictures and text. Provide students with these instructions:

- Make pictures showing what happened in the Storypath starting from the beginning to the end.
- Tell your story using at least six pictures or pictures and words.
- Include information in your story about what is in the park and the problems that had to be solved.

Criteria for Assessment

Learning objectives are demonstrated if

- the sequence is accurate.
- pictures and/or text tell about the park.
- problems are shown in pictures and/or words.
- information is well organized and demonstrates careful preparation.

2. AN INTERVIEW ABOUT THE PARK

Activity

Have an older student or adult interview the child about events of the Storypath. Provide the interviewer with these questions and criteria so learning can be assessed.

- Where is your park located?
- What special features are in your park?
- Can you name one problem that you had in the park?
- How did you solve the problem?
- What do you like best about the park? Why?

Criteria for Assessment

Learning objectives are demonstrated if

- the explanation for the location of the park is clearly conveyed.
- at least one special feature is identified—play area, plants, or other features.
- one problem is identified and includes an explanation on how the class responded to the problem.
- the student can explain a favorite learning experience and why.

EXTENDING STUDENTS' EXPERIENCES

TAKING A FIELD TRIP

Students compare and contrast their Storypath experience of the park with a park in their community.

Materials Permission slips

Grouping Whole class

Schedule About 1 hour

Take a field trip to a park in your local community. Before students go on the field trip, hold a brainstorming session in which students discuss what they will see on the field trip. Develop a list of questions about the park they will visit.

Consider:

- play equipment;
- plants;
- use of space;
- signs used in the park;
- ways in which the park is a safe place for visitors.

After the field trip, invite students to share their observations. Compare and contrast their experiences during the Storypath with what they saw and learned.

BACKGROUND INFORMATION ON DEVELOPING PROSOCIAL SKILLS

Providing the context of the critical incident for dealing with bullying is a first step in helping young students learn prosocial skills. Helping students to identify appropriate responses to bullying is critical, especially for students who struggle with social skills. Modeling appropriate responses and providing opportunities for role-plays develop these skills in the context of the Storypath. Use the role-plays to affirm appropriate responses and consider the range of responses for a particular situation. Finally, time to reflect on the experiences serves to reinforce the prosocial skills.

Bullying is a common form of aggression and often begins in preschool (Hanish, Hill, Gosney, Fabes, & Martin, 2011). Everyone suffers from bullying—the bully, the bullied, and those who observe the bullying. Teaching students about appropriate responses in all of these roles is essential in reducing this behavior. Olweus (1991) states, “A person is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons” (p. 413). The behavior is verbal and/or physical and both unprovoked and repeated.

Sometimes the view is held that students will grow out of this behavior; however, that is not the case. Walker, Colvin, and Ramsey (1995) remind us that, “The evidence shows that young bullies often get worse and that instead of growing out of it, they actually grow into it. The best answer we seem to have is to attack this problem as early as possible” (p. 211). McGinnis and Goldstein (2003) maintain that bullying appears to be fairly common with approximately one in seven school students directly affected by bullying. That statistic does not include the observers, who are also affected by the bullying.

Helping students to appropriately respond to bullying can serve them throughout their schooling and beyond. McGinnis and Goldstein advocate the teaching of assertiveness skills to young students to deal effectively with being teased and with other peer provocation. They suggest the following strategies be taught to young students: “*Using Brave Talk*,” “*Dealing with Teasing*,” “*Knowing When to Tell*,” “*Solving a Problem*,” and “*Saying No*.” In their book, *Skillstreaming in Early Childhood*, they suggest a direct instruction approach accompanied by role-playing to help students learn these appropriate responses. In Episode 6, the role playing is contextualized and suggestions for the role-plays have been based on this book. Certainly there is value in practicing these skills beyond the Storypath, and this Storypath is organized as a way into this topic. Given the frequency of bullying, it is essential that as educators we address this issue in schools. Developing the prosocial skills for addressing bullying also lays an important foundation for living in a democracy.

References

Hanish, L.D., Hill, A., Gosney, S., Fabes, R.A., & Martin, C.L. (2011). Girls, boys, and bullying in preschool. In D.L. Espelage & S.M. Swearer (Ed.). *Bullying in North American schools*. NY: Routledge.

McGinnis, E. & Goldstein, A.P. (2003). *Skillstreaming in early childhood: New strategies and perspectives for teaching prosocial skills*. Champaign, IL: Research Press.

Olweus, D. (1991). Bully/victim problems among school students: Basic facts and effects of a school-based intervention program. In D. Pepler & K.H. Rubin (Eds.). *The development and treatment of childhood aggression*. Hillsdale, NJ: Erlbaum.

Walker, H.M., Colvin, G., & Ramsey, E. (1995). *Antisocial behaviors in schools: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole.

OVERVIEW OF PERFORMANCE STANDARDS

LITERACY

- Engage with a range of texts to acquire information and build an understanding of parks and of science investigations.
- Apply a range of strategies to comprehend and appreciate texts.
- Develop knowledge of word meaning and understanding in textural features.
- Use spoken language to communicate effectively.
- Write for a variety of purposes.
- Use visual language for learning and to exchange information.

CULTURE AND SOCIAL INTERACTION

The study of culture and cultural diversity including the human interactions among groups and institutions.

- Demonstrate an understanding of how people interact with their physical environment and social conditions.

GEOGRAPHY

The study of people, places, and environments.

- Identify how people create environments that reflect ideas, personality, culture, wants and needs in their communities
- Examine the interactions of people with their physical environment and the changes that occur over time

CIVIC COMPETENCE

The study of the ideals, principles, and practices of citizenship that lead to a commitment to action.

- Identify and practice selected forms of civic discussion and participation

SOCIAL SKILLS

The ability to work effectively in a group.

- Organize, plan, make decisions, and take action in group settings
- Work with others to decide on an appropriate course of action

CRITICAL THINKING SKILLS

The ability to analyze, synthesize, and evaluate.

- Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues
- Organize ideas in new ways

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

- 1. Describe the strategy, explaining when and why readers use it.** Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.
- 2. Model the steps as you “think aloud” with a sample text.** Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete to developing readers. Language that will help you includes the following:
 - “I think about what I already know...”
 - “When I look for the main idea, I ...”
 - “Here is a clue that will help me ...”
 - “That makes me think ...”
- 3. Guide students to apply these steps as they read during the unit.** Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.
- 4. Assess students’ progress.** Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

ADDITIONAL RESOURCES

LITERATURE

Easy

Cotton, Cynthia, *Rain Play*. NY: Henry Hold and Co., 2008.

Most people leave the park when rain begins to fall, while others enjoy the sights, sounds, and feel of the cool water—until thunder and lightening come near. Fiction.

Farquharson, Polly, *The Green Line: A Walk in the Park*. London, UK: Frances Lincoln Children's Books, 2010. (Also published in Spanish.)

Describes a walk in the park. Nonfiction.

Park, Linda Sue, *What Does Bunny See?* New York: Clarion Books, 2005.

A rabbit wanders through the various flowers and colors of a cottage garden.

Yi, Hu Yong, *Good Morning China*. NY: Roaring Brook Press, 2007.

A simple story about a park in China. Fiction.

Advanced

Carman, Patrick, *Elliot's Park: The Walnut Cup*. NY: Orchard Books, 2009.

The Walnut Cup, the only American stop on the World Squirrel Soccer League tour, is taking place in Elliot's park. When the game ball, a perfectly round walnut, cannot be found, it is up to Elliot and his friends to find it. Fiction.

Carman, Patrick, *Elliot's Park: Saving Mister Nibbles!* NY: Orchard Books, 2008.

Elliot the squirrel and his friends try to rescue a toy squirrel from a little boy's house. Fiction.

Carman, Patrick, *Elliot's Park: Haunted Hike*. NY: Orchard Books, 2008.

It's Halloween in Elliot's Park and the squirrels are all in costume, ready for some trick-or-treating fun. But when Elliot, Chip, Twitch, and the rest of the gang think they see a ghost in Camp Canyon, there's a frightful mystery to be solved. Can Elliot and his friends figure out who is haunting the park before something scary happens and still have time to trick-or-treat? Fiction.

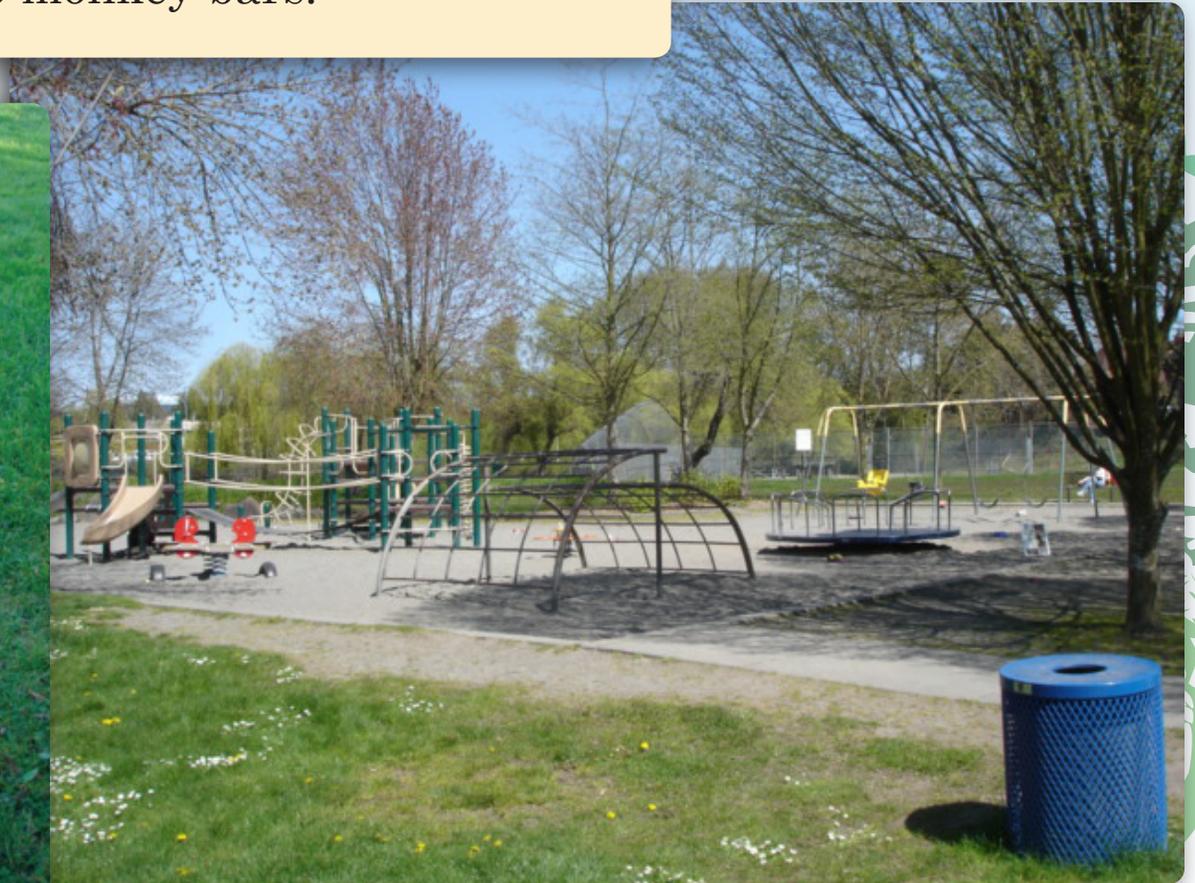


Solving Problems in the Park: Developing Young Citizens



Why do communities have parks?

Parks are places that people like to visit. There are many kinds of parks. Children like to go to parks to play games or climb on the monkey bars.





SET 1

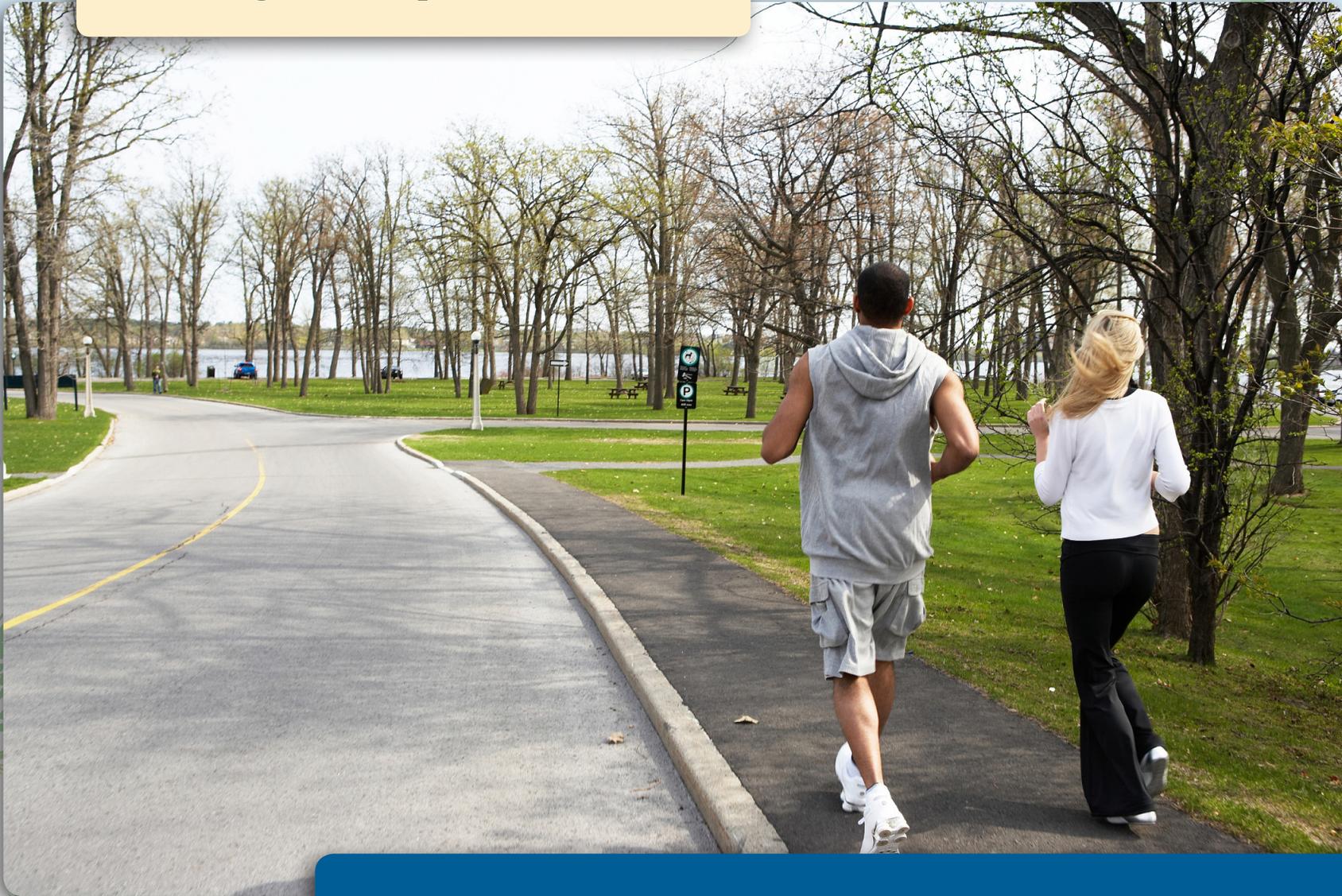
Slide 2

Some people like to go to a park to smell the flowers, relax and read a book, or look at ducks and birds.





Others go to the park to exercise.



1. According to slides 1–3, why do people like to visit parks? *(main idea/supporting details/understanding visuals)*



Why are parks different from place to place?

People in different places have parks that are special to their community and the people who live there. Some communities have parks to honor someone who made a difference in their community.

Washington Square Park in New York City





Some parks show a cultural tradition,
like this Chinese (or Japanese) garden.



This is a Japanese Garden located in Seattle.



SET 1

Slide 6

The Anzac memorial in Hyde Park (Sydney, Australia).





Parks can also help us remember something important from our past. Everyone everywhere likes parks for all kinds of reasons.



World War I monument to commemorate the 17th Infantry Regiment of Székesfehérvár, erected in 1928.

2. What park would you like to visit?
(connecting/understanding visuals)



How do communities decide what kind of park to have?

Sometimes a community buys land for a park. Sometimes people give land for a park. The people in the community sometimes get to decide what kind of park they want to have.



This sign informs the community that they can be a part of building the new park.



An empty lot ready to be developed into a park.

3. What kind of park would like in this space?
(connecting/understanding visuals)



What kinds of workers are needed to create a park?

Park planners help community members decide on how their park should look. Then workers have to do the work to make the park. After the park is made, there are many different jobs to keep the park as a good place to visit.

A park planner discusses plans for the development of a new park during a community meeting.





SET 2

Slide 2



A boy helps to keep his local park full of trees by planting his own.



A park worker mows the lawn of a soccer field.

1. What kinds of workers are needed to create a park? *(main idea/supporting details)*



SET 2

Slide 3



A park employee empties an overflowing trashcan.



Park employees build new equipment for a playground.



2. What kinds of tools do workers need to do their jobs? (connecting/understanding visuals)



How do park planners decide on the trees and plants for a park?

Trees and plants make a park a pleasant place to visit. They add natural beauty to a setting. Trees and plants can provide shade for visitors and homes for wildlife, like birds and bees. Park planners have to decide on the best trees and plants for the park.





Park planners decide on the trees for a park. They think about which trees will live and grow well in the park. They think about the climate of the park, size of the trees, and the natural beauty of the trees for the setting.





SET 3

Slide 3



Evergreen tree



Maple tree



Australian Gum Tree

1. What kinds of trees would you like to see in a park? (*connecting/comparing and contrasting*)



How do workers take care of parks?

Parks need care. Park workers have to water the grass. They have to trim the bushes and prune the trees. Community helpers sometimes take care of their community parks. They pick up litter, rake leaves, and help with planting flowers in the spring. These activities bring a community together.



A park employee pruning trees.



A group of volunteers plant flower beds at a park in Pittsburgh.





How do scientists help park planners?

Scientists study plants and help park planners decide on the best trees and plants for a park. Scientists are studying ways for parks to be sustainable. That means that plants will grow well naturally in the park. Plants that live naturally in a dry climate do not need a lot of water. If a park is in an area where there is not a lot of rain, then it is best to have plants that do not need a lot of water so the park can be sustainable.



SET 3

Slide 7



This scientist examines the leaves from a plant collected from a park.





Scientists talk about a plant that would do well in the park the planner is developing.

The park planner then decides which plants to grow based on the scientists' suggestions.





When plants don't get watered they dry out and eventually die like these sunflowers.





SET 3

Slide 10

What plants need to grow

AIR



WATER



What plants need to grow



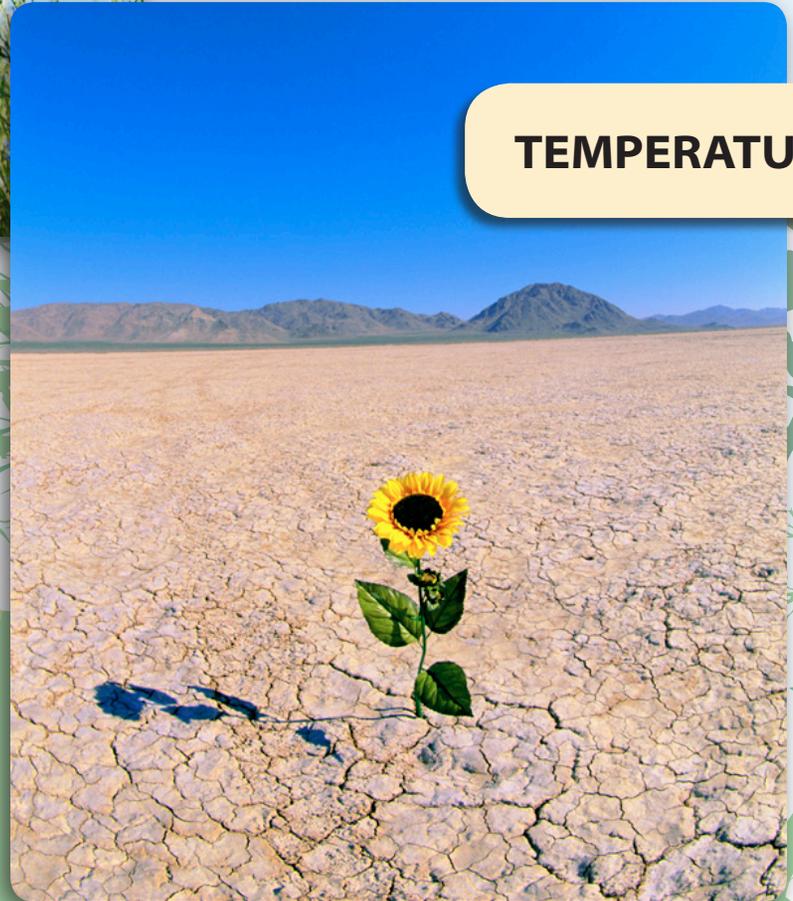
SET 3

Slide 11

SUNLIGHT



TEMPERATURE



SOIL





What do people do for fun in parks?

Parks are places where people go to have fun. People like to play in parks. Games are often played in parks.





Aerial view of Hyde Park in Sydney, Australia.





SET 4

Slide 3





People like to play basketball, soccer, and softball in parks. Swings are popular in parks. Children of all ages like to ride on swings.



1. What do you like to do when you go to the park? (connecting)





Why is it important for people to respect their parks?

Sometimes people forget that parks are for everyone to enjoy. People want to visit parks that are clean and taken care of. People sometimes litter in their park. Sometimes people don't look after their dogs when they are in the park. Sadly, sometimes people spray paint on buildings in the park. We are all responsible for keeping our parks as good places to visit.



SET 5

Slide 2



park litter



SET 5

Slide 3

This woman is cleaning up after her dog to help keep the park clean.





SET 5

Slide 4



It is important to be nice and helpful to all of the kids in the park.

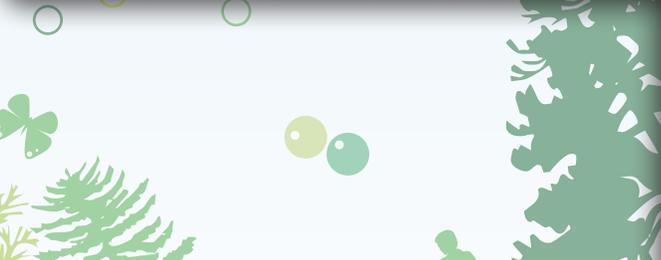


SET 5

Slide 5



This park has been vandalized.



These signs inform park visitors about the rules.



1. Why is it important for all of us to take care of our parks? (main idea/supporting details)

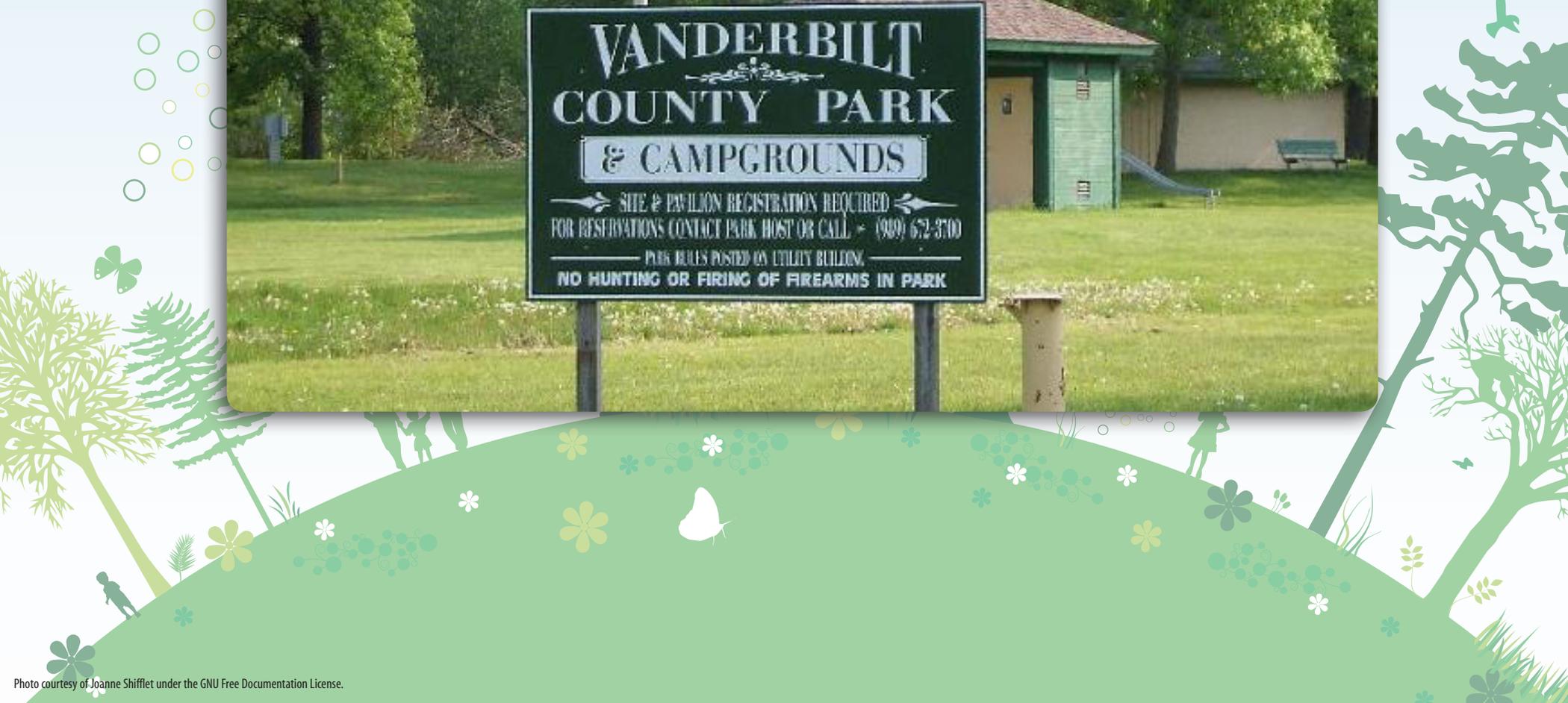


Why do communities have park dedications?

When people come together in a community to create a park, they want to celebrate. One way to celebrate is to have a dedication. A dedication is when people come together to honor something. Community members often will want to thank the workers for making the park. They may also want to honor someone in the community by naming the park after them.



Sometimes they want to name the park after the whole community, like in the photo.





Members of the U.S. Navy cut a ribbon for a new park dedicated to the memory of the September 11 terrorist attacks.

1. What are park names in your community?
(main idea/supporting details/connecting)



Solving Problems in the Park: Developing Young Citizens

Reading Tips

Reading Strategy	When do readers use the strategy?	How do I use it?
Main idea/ supporting details	Readers use it to find the big idea. Then they pick out facts and details that support it.	<ol style="list-style-type: none">1. Think about what you want to know.2. Think about what you <i>already</i> know.3. Read the text and think: <i>What is the "big idea" here?</i>4. Look for information that seems important to the big idea. Some information is interesting but not important.
Comparing and contrasting	Readers use it to find information that tells how two or more ideas are alike and different.	<ol style="list-style-type: none">1. Think about what you want to know.2. Choose two events or ideas to compare and contrast.3. List important information about the first event or idea.4. For each item on the list, look for information about how the other idea is the same or different.
Connecting	Readers use it to understand new information by making connections with what they already know.	<ol style="list-style-type: none">1. When you come across new information that you want to remember, think about what you already know.2. Look for connections between the new information and what you already know from experience or reading.3. Think to yourself, "This is like ..."
Understanding visuals	Readers use it to find important information presented in visual form, such as maps, diagrams, and photographs.	<ol style="list-style-type: none">1. Think about what you want to know.2. Think about what you <i>already</i> know.3. Look for information that explains the visual. For example, look at labels, captions, or map keys.4. Search for the specific information you want.